

Degree	Type	Year
Prevention and Integral Safety and Security	OB	1

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

This subject does not have any pre-requirements.

## Objectives and Contextualisation

1. To know the plans and types of emergency projects and their regulations at regional, municipal and private level.
2. To assume the usual guidelines in the management of security and emergency projects.
3. To learn how to properly complement a project in terms of structure, content and presentation.
4. To share, at a theoretical and practical level, the structure of prevention, planning and implementation in emergencies.
5. To familiarize yourself with the means and self-protection measures.
6. To consider the interrelationship between planning and the criteria for activating emergency plans.
7. To train students to research, contrast and verify information.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Efficiently manage human resources.

- 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. Design a project applied to integral security and prevention in an organisation.
6. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
7. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.
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. Respond to problems applying knowledge to practice.
10. Select the minimum resources for efficient risk management.
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

Unit 1.- Introduction to Planning in the field of security and emergencies

- Topic 1.- Emergency planning

1. Introduction.
- 2.- Self-protection plan or emergency plan.
- 3.- Plan prior to emergencies.
- 4.- Planning in emergencies.
- 5.- The obligation to make a self-protection plan.

Unit 2.- Basic civil protection legislation of Catalonia

- Topic 2.- Introduction to civil protection

- 1.- Civil protection in Catalonia: what it is, objectives and organization.
- 2.- Civil protection actions.
- 3.- Civil protection planning.
- 4.- Map of civil protection of Catalonia.

- Topic 3.- Basic rules of self-protection

- 1.- Autonomy Statute and Civil Protection Law.
- 2.- Decree of self-protection of Catalonia.
- 3.- Activities and centers with obligation.
- 4.- Minimum contents of the self-protection plan.
- 4.- Accredited technicians.
- 5.- Hermes Platform and electronic signature.

- Topic 4.- Knowledge of the environment

- 1.- Introduction.
- 2.- Political geography (autonomous, municipal and state).
- 3.- Physical geography (autonomous, municipal and state).
- 4.- Geographical points of interest.
- 5.- International geography.
- 6.- The environment, basic in management and in projects linked to emergencies.

Topic 5.- Acting groups and coordination centers

- 1.- Introduction.
- 2.- Intervention Group.
- 3.- Order Group.
- 4.- Health Group.
- 5.- Logistics Group.
- 6.- Other specialist groups.
- 7.- Emergency coordination and communication centers.

Unit 3 Basic elements for drawing up self-protection plans

- Topic 6.- Risk analysis

- 1.- Introduction.
- 2.- Dangerousness (danger, threat).
- 3.- Vulnerability.
- 4.- Resilience.
- 5.- Exhibition.
- 6.- Risks in a self-protection plan.

- Topic 7.- Action plan

- 1.- Introduction.
- 2.- Scenarios, accidents or situations that can activate a PAU.
- 3.- Activation criteria or phases.
- 4.- Sequence of actions.
- 5.- Integration of the PAU with higher level plans.

- Topic 8.- Human teams of a PAU

- 1.- Introduction.
- 2.- Identification of the group.
- 3.- Functions and equipment of a PAU.
- 4.- Meeting point.

- Topic 9.- Simulacrum

- 1.- Introduction.
- 2.- Objectives of the drills.
- 3.- Types of drills.
- 4.- Phases of preparing a drill.
- 5.- Investigation of incidents and emergencies.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
<hr/>			
Type: Directed			
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Theoretical classes with the active participation of students and Evaluation	16	0.64	1, 2, 4, 3, 5, 9, 6, 7, 8, 15, 14, 13, 11, 12, 10, 17, 16
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Type: Supervised			
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Tutorials to support the realization of practical and theoretical work	24	0.96	3, 9, 17, 16
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Type: Autonomous			
<hr/>			
Personal study, reading of articles and elaboration of academic works of the subject	110	4.4	1, 2, 4, 3, 5, 9, 6, 7, 8, 15, 14, 13, 11, 12, 10, 17, 16
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### TEACHING LANGUAGE: CASTILIAN

"Methodology for writing projects (II)" has a theoretical side and a practical side. The theoretical side is learned through the study of materials and the search for information. The practical side of the subject is developed through exercises in the classroom and assessment tests that will be done individually and/or in groups.

The subject has a MOODLE page open on the Virtual Campus, where you will find directions, information, news, communication spaces and some of the subject's materials; also the work delivery system, and its evaluation and feedback.

To access it, you must enter the UAB Virtual Campus, at the address: <https://cv.uab.cat> and enter the University Identification Number (NIU) and the password (password) that is provided in the registration process.

The Virtual Campus is also the main communication tool between the students and the teacher, both in terms of doubts and possible incidents in the development of the subject. When students want to contact the teacher, they will preferably use the Moodle Classroom messaging, although they can also contact them via email.

For the CETs, which must be uploaded to moodle in pdf format (pacs sent by email will not be accepted or evaluated), a forum will be opened for doubts and debates where participation is key to resolving doubts or expanding knowledge and share them.

Tutorials, which can be face-to-face or via teams, must be requested via email to 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

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
CET 1	10%	0	0	1, 2, 4, 3, 5, 9, 6, 7, 8, 15, 14, 13, 11, 12, 10, 17, 16
CET 2	20%	0	0	1, 2, 4, 3, 5, 9, 6, 7, 8, 15, 14, 13, 11, 12, 10, 17, 16
CET 3	20%	0	0	1, 2, 4, 3, 5, 9, 6, 7, 8, 15, 14, 13, 11, 12, 10, 17, 16
CET 4	20%	0	0	2, 4, 3, 5, 9, 6, 8, 15, 14, 13, 11, 12, 10, 17, 16
Exam	30%	0	0	1, 2, 4, 3, 5, 9, 6, 7, 8, 15, 14, 13, 11, 12, 10, 17, 16

\*Continuous assessment\*

The continuous assessment involves the completion of different exercises, assignments and assessment tests that complete the final mark of the subject. The system is designed to enhance the student's work methodology and the achievement of subject knowledge and skills. Continuous assessment monitoring can not only be translated into an important component of the assessment of academic performance, but is a fundamental tool that is made available to the student to facilitate a rhythm of work and study rigorous and organized in his learning process.

The students must hand in the PACs through the Moodle Classroom of the Virtual Campus, within the deadline set by the teacher. Submission of assignments by e-mail is not accepted. In order to pass the subject through continuous assessment, you must pass the four PACs with an equivalent of 5 out of 10. If the student fails one of the PACs, he has the option of revising it based on the teacher's feedback and deliver it again within 7 days of receiving the note. However, it is possible to have a single PAC with a score equivalent to 4 out of 10, if this score is balanced with the scores of the other PACs. If there is more than one pac with a grade lower than 5, or one pac with a grade lower than 4, you will not have the option to take the validation exam and you will have to wait for the recovery exam at the end of the subject. If one of the packages is not handed in within the set deadline, the continuous assessment will automatically be suspended and you can only opt for the make-up exam, as long as at least 2 of the 4 packages have been delivered.

The validation exam can only be taken by students who have submitted all the pacs and have approved them with the conditions set out above. This test, which is face-to-face, will serve to confirm that the training process

has been properly followed and the knowledge of the subject has been consolidated. To pass it, you need to score at least 5 out of 10. Failing the validation exam will mean that the continuous assessment has not been passed and you will need to take the make-up exam to try to pass the exam subject

\* Single evaluation\*

This subject does not contemplate the single evaluation system.

\*Evaluation of students in second call or more\*

The students who repeat the subject must follow the same evaluation system as the rest.

\*Recovery exam\*

The last option exam will cover all the content of the subject (both theoretical and practical). Whatever grade the student gets for the make-up exam, which to pass the subject must be a minimum of 5, the record will show a 5-Passed.

\*Revision\*

At the time of carrying out each evaluation activity, the teacher will inform the students about the mechanisms for their review.

\*Change of exam date\*

Students who need to change any of the exam dates due to an inexcusable duty must present their justification with the document that they will find in the EPSI Tutoring moodle space and notify the teacher in advance.

\*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 (copying, plagiarism, etc.), this act of evaluation will be graded with a 0, regardless of the disciplinary process that may be initiated, in the event that various irregularities occur in the evaluation tests of the same subject, the final grade for this subject will be 0".

Plagiarism: If during the correction there are indications that an activity or work has been carried out with responses assisted by artificial intelligence, the teacher may complement the activity with a personal interview to corroborate the authorship of the text. If plagiarism is confirmed, the grade for the exercise will be 0.

The tests/exams may be written and/or oral, at the discretion of the faculty.

If any student, if entitled, does not take the validation or recovery exam, the final grade for the subject will be 0-Failed.

## Bibliography

\*RECOMMENDED BIBLIOGRAPHY\*

Legislation

- State-

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

Royal Decree 393/2007, of March 23, which approves the NBA of centers, establishments, and dependencies dedicated to activities that may give rise to emergency situations.

-Catalan-

Law 4/1997, of May 20, on Civil Protection of Catalonia.

Decree 155/2014, of November 25, for the preparation and approval of municipal civil protection plans.

Decree 30/2015, of March 3, which approves the catalog of activities and centers obliged to adopt self-protection measures and establishes the content of these measures (replaces Decree 82/2010, of June 29, by the that the catalog of activities and centers obliged to adopt self-protection measures is approved and the content of these measures is established).

ORDER INT/325/2013, of December 4, modifying Order INT/193/2011, of July 28, which creates the Electronic Registry of self-protection plans.

ORDER INT/193/2011, of July 28, which creates the Electronic Registry of self-protection plans.

ORDER INT/20/2011, of February 8, creating the personal data file of accredited technical personnel for the preparation of self-protection plans in the field of civil protection.

ORDER IRP/516/2010, of November 8, on the accreditation procedure of competent technical personnel for the preparation of self-protection plans in the field of civil protection.

#### Web links

- <https://portaljuridic.gencat.cat/eli/es-ct/l/1997/05/20/4> -Law 4/1997, of May 20, on Civil Protection of Catalonia-.
- <https://www.boe.es/buscar/act.php?lang=es&id=BOE-A-2015-7730&tn=1&p=1> -Law 17/2015, of July 9, of the National Civil Protection System-.
- <https://portaljuridic.gencat.cat/eli/es-ct/d/2014/11/25/155> -Decree 155/2014, municipal civil protection plans-.
- <https://www.boe.es/buscar/act.php?id=BOE-A-2007-6237> -Self-protection regulations at the level of the Spanish State-.
- [https://interior.gencat.cat/ca/arees\\_dactuacio/proteccio\\_civil/paus\\_hermes/index.html](https://interior.gencat.cat/ca/arees_dactuacio/proteccio_civil/paus_hermes/index.html) -Self-protection plans of the Generalitat de Catalunya-.
- <https://pcivil.icgc.cat/> -Web of the Civil Protection Map of Catalonia-.
- <https://normas-apa.org/introduccion/> -APA Style Rules-.
- [https://governobert.gencat.cat/ca/dades\\_obertes/dades-obertes/](https://governobert.gencat.cat/ca/dades_obertes/dades-obertes/) -Open data from the Generalitat de Catalunya-.
- [https://es.wikipedia.org/wiki/Alfabeto\\_fon%C3%A8tic\\_de\\_l%27OTAN](https://es.wikipedia.org/wiki/Alfabeto_fon%C3%A8tic_de_l%27OTAN) -International Phonetic Alphabet-.

#### \*FURTHER READING\*

Beck, U. (2006). The risk society: towards a new modernity. Barcelona: Paidos Editions.

Contelles Díez, E.A. (2014). Emergencies: basic applications for the preparation of a self-protection manual. Madrid: Marcombo Editions.

## Software

Microsoft Office and Teams.

## 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