

Integrated Management Models: Safety

Code: 104012
ECTS Credits: 6

2025/2026

Degree	Type	Year
Prevention and Integral Safety and Security	OB	3

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 Degree in Prevention and Integral Security is an official degree from the Autonomous University of Barcelona, which offers the student multidisciplinary training in coordinated risk management, in the areas of public and private security, the environment, quality and corporate social responsibility. Graduates will be professionals capable of providing an efficient response to different decision-making processes in the prevention and safety sector, such as those related to economic aspects, administrative and human resources management or those related to technological areas specific to the sector.

The subject "Integrated management models: security" is immersed in a main area of the academic curriculum, called "Techniques and risk management" and is part of a set of five subjects that aim to make students know the techniques and models of the security system. The other four subjects are: criminology and criminology. Social research techniques. Integral management models: environment. Comprehensive management models: quality and corporate security.

The object of study of this subject is to know the area of competence, functional and management, of the different actors acting in the security and emergency system. To do this, we will begin by analyzing the general framework that affects all of them, then we will study them in a singular way and we will end with those elements of support to the management of this type of services. In this way, a global vision of the functioning of the security and emergency system will be reached, and specifically: its mission, objectives, functions, actors, resources available and problems they face.

The training objectives of this subject are the following:

1. To know the theoretical and organizational framework within which they will carry out their professional activity.
2. To identify the organizational and competence of the different police services involved.
3. To identify the organizational scope and competence of the different services involved in the area of urgent health care.
4. To identify the organizational scope and competence of the different services involved in the field of fire and civil protection.
5. Be properly oriented in the environment of operational coordination of the actors.
6. To know the main elements of internal support and annexes to the management of the security and emergency system.

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.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Have a general understanding of basic knowledge in the area of prevention and integral safety and security.
- Identify, manage and resolve conflicts.
- Identify the resources necessary to respond to management needs for prevention and integral security.
- Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
- 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.
- Show respect for diversity and the plurality of ideas, people and situations.
- 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 in institutional and interprofessional networks.

Learning Outcomes

1. Analyse the preventative interventions in matters of security, environment, quality and social corporate responsibility and identify the inherent risk factors.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Analyse the situation and identify the points that are best.
4. Be able to adapt to unexpected situations.
5. Critically analyse the principles, values and procedures that govern professional practice.
6. Draw up management proposals for prevention and security in an organisation.
7. Evaluate how gender stereotypes and roles affect professional practice.
8. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
9. Identify, manage and resolve conflicts.
10. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
11. Identify the resources necessary for managing security, the environment, quality and social corporate responsibility.
12. Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
13. Make efficient use of ITC in the communication and transmission of results.
14. Propose new methods or well-founded alternative solutions.

15. Respond to problems applying knowledge to practice.
16. Show respect for diversity and the plurality of ideas, people and situations.
17. 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.
18. 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.
19. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
20. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
21. 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.
22. Use the capacity for analysis and synthesis to solve problems.
23. Weigh up the risks and benefits of both your own proposals for improvement and those of others.
24. Work in institutional and interprofessional networks.

Content

1. Theoretical and organizational framework of the security and emergency system.
2. Police service management models.
3. Management models for the health emergency service.
4. Management models for fire services, water emergencies and civil protection.
5. Operational coordination of actors in the security and emergency system.
6. Support for the management of the security and emergency system

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Videoconference sessions	12	0.48	21, 20, 19, 17, 18
Type: Supervised			
Tutorials with students	12	0.48	5, 6, 11, 10
Type: Autonomous			
Individual study and practice	126	5.04	4, 5, 2, 3, 12, 15, 6, 1, 13, 8, 11, 9, 10, 23, 14, 21, 20, 19, 17, 18, 16, 24, 22, 7

Teaching language: Spanish.

The subject is designed for follow-up through continuous evaluation. It is based on a dynamic and participatory model in which subjects should be studied by reading the subject manual and other materials offered, both video viewing, documentation localization, etc. Reflections and comments should be provided to the texts, as well as research on jurisprudence, news, readings or legislation.

For this purpose, the subject is organized into six themes depending on the object of study. A videoconference session will be held at each session to discuss key ideas. Also for each topic, a self-assessment exercise should be answered.

In addition, four continuous assessment tests (PEC) will be carried out on the dates indicated in the curriculum. The dates of the videoconferencing sessions, as well as the publication of the JEPs and their maximum delivery time, will be published in the virtual classroom, under the name of "Subject programming". It is necessary to take into account these deadlines as the application will not allow to perform the exercises outside each deadline.

The methodology of this subject will be based on a dynamic and participatory model. Students must study the topics by reading the materials that will be offered, they must participate in the written debate forums, and they must connect or watch the different conferences that the teacher will teach.

Students must contribute reflections and comments to the texts, as well as research on jurisprudence, news, readings or legislation that the teacher requests 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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Theoretical exercises	50%	0	0	3, 6, 1, 11, 10, 14, 21, 20, 19, 17, 18
trabajos prácticos	50%	0	0	4, 5, 2, 3, 12, 15, 6, 1, 13, 8, 11, 9, 10, 23, 14, 21, 20, 19, 17, 18, 16, 24, 22, 7

Continuous Evaluation

1.- Theoretical exercises (5 points out of 10)

These exercises consist of tests to assess the theoretical knowledge acquired. Specifically:

1.1 Six self-evaluation exercises (2 points).

For each of the six subjects of the course, a self-assessment exercise will be held consisting of answering a questionnaire of several questions. The exercise will be carried out remotely, for which, in each subject, there will be a maximum time for its delivery. In order to solve it, the student will be able to have and consult the documentation he/she considers appropriate, but it must be taken into account that each questionnaire has a time limit for its resolution and only one attempt.

The self-evaluation exercises have a score of 2 points out of a total of 10, so that each one of them is worth 0.33 points, all of them equally.

1.2 Final exam (3 points)

A final classroom exercise will be carried out in the classroom to be determined in the Bellaterra Campus, consisting of answering a questionnaire of 60 multiple-choice questions.

It is not allowed the use of any documentation for the resolution of this exercise and to perform the same must have a laptop in the classroom, as it will be done through the virtual classroom of the University.

This exercise scores a maximum of 3 points out of 10, and in order to pass the continuous evaluation and, therefore, to add up all the exercises of this one, it is necessary to obtain at least 40% in this exercise, that is to say, at least 1.2 points out of 3.

2.- Practical exercises (5 points out of 10)

These exercises consist of the delivery of a set of four continuous evaluation tests (PEC) that allow the evaluation of the practical knowledge.

They are practical cases of operative character in which a situation is exposed as a case, on the basis of which certain information searches must be carried out, consultation of videos, resolution of cases and The resolution of each PEC will be carried out in the term that each one is indicated by what will have a maximum period of delivery. Its structure and content will have to be adapted to the format indicated.

The structure, presentation, content, synthesis, reasoning and content will be valued. This exercise will score a maximum of 5 points out of 10, according to the following distribution: PEC1: 0.5 points; PEC2: 1.0 points; PEC3: 1.5 points; PEC4: 2 points.

3.- Final grade of the continuous evaluation

The final grade of the continuous evaluation will be obtained from the arithmetic sum of each one of the exercises carried out and to consider it passed it will be necessary to obtain at least a five in total.

Single Evaluation

Students who opt for the single evaluation will take a final synthesis test of all the content of the course (50%) and will hand in and/or be evaluated on the practical work of the course (50%).

The date for this test and the delivery of the work of the subject will be the same scheduled in the timetable for the last exam of continuous evaluation.

The same recovery system will be applied as for the continuous evaluation.

Recovery Exam

Access to the exam

In the case of not having passed the continuous evaluation, it will be possible to access the recovery exam as long as the student has participated (presented) at least in two thirds of the continuous evaluation.

Objective

This exercise aims to evaluate the whole of the contents of the subject, so it must be carried out in its entirety, without retaining part of the exercises of the continuous evaluation.

Venue

It will take place in the classroom to be determined at the Bellaterra Campus.

Composition

The exercise will consist of a questionnaire of 30 multiple-choice theoretical questions and the resolution of two practical cases.

Complementary documentation

It is not allowed the use of any documentation for the resolution of this exercise and to perform the same must have a laptop computer in the classroom, as it will be done through the virtual classroom of the University.

Qualification

The questionnaire has a value of 50% and the resolution of the practical cases of another 50% of the total.

In order to pass the recovery exam, at least a total of five will have to be reached, which will be obtained from the arithmetic sum of each of the two parts that compose the exercise.

In the case of passing the recovery exam, the grade obtained will be a maximum of 5, regardless of the grade obtained in the exercise.

GENERAL CONSIDERATIONS

Oral resolution

If deemed appropriate, some of the tests may be taken orally.

Multiple-choice questionnaire

Characteristics of the exercises in multiple-choice questionnaire format, both of the continuous evaluation and of other tests, for each question four answers will be proposed, of which there is always one correct answer and only one correct answer. Wrong answers will deduct 33%.

Changing the date of a test or exam

Students who need to change an evaluation date must submit the request by filling out the document found in the EPSI Tutoring Moodle space.

Once the document has been filled in, it must be sent to the professor of the subject and to the Grade Coordination.

Revision

At the time of each evaluation activity, the faculty will inform the students of the grade review mechanisms.

For single evaluation students, the review process will be the same.

Consult the EPSI Evaluation Regulations.

Other considerations - Plagiarism

Without prejudice to other disciplinary measures that may be deemed appropriate, and in accordance with current academic regulations, "in the event that any irregularity is detected that may lead to a significant

variation in the grade of an evaluation act, this evaluation act will be graded with a 0 (zero), regardless of the disciplinary process that may be instigated. In case of several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0 (zero)".

If during the correction there are indications that an activity or work has been done with answers assisted by artificial intelligence, the teacher may supplement the activity with a personal interview to corroborate the authorship of the text.

If there are unforeseen circumstances that prevent the normal development of the course, the teacher may modify both the methodology and the evaluation of the course.

Due to 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.

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

Anitua, P. (2006). *Manual de protección civil*, Gobierno Vasco-Eusko Jaurlaritza.

Ballbé, M. (2006). Seguridad humana: del estado anómico al estado regulador. Hood, C., *El gobierno del riesgo*. Ariel.

Fernandez, P. (2005). *Seguridad humana*. [Tesis doctoral]. Universidad Autónoma de Barcelona.

<http://www.tdx.cat/bitstream/handle/10803/5229/jcfp1de1.pdf?sequence=1>

Isturitz, J. J. (2014). Regulación y organización de servicios de atención de emergencias y protección civil: diseño de un sistema asimétrico, multifuncional y multifactorial. [Tesis doctoral]. Universidad Autónoma de Barcelona. <http://www.tdx.cat/handle/10803/129317>

Kahneman, D. (2012). Políticas frente al riesgo. *Pensar rápido, pensar despacio*, Debate.

Ochoa, J. (2007). La inoperancia (e inexistencia) del sistema estatal y autonómico de Protección Civil ante la catástrofe del Prestige. Alvarez, S. *La responsabilidad por los daños causados por el hundimiento del Prestige*, Iustel.

Se publicará bibliografía complementaria en el aula moodle de la asignatura.

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	first semester	afternoon