UAB
Universitat Autònoma de Barcelona

Practicum III

Code: 104689
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

The teaching of the subject will be taught taking into account the perspective of the Sustainable Development Goals

Objectives and Contextualisation

- Introduce the general aspects of integral security (PDSI)applied to business coordination in works, public acts and corporate acts.
- Know the specific regulations affecting civil protection, fire protection, risk prevention, business coordination, safety and health on site, data protection law, state, international OHSAS and decrees regulating corporate events-musical , in short everything that controls the confluence of companies and people in the same field of work.
- Deepen in the technical criteria and methodologies of the identification, analysis and assessment of risks specific to the field of industrial and public activities. Develop a draft of the Plan
- Analyze a draft of the Master Plan for comprehensive safety of an activity in application of the regulations in force in Catalonia and of the sectoral regulations specific to Spain.
- Acquire basic knowledge of security management in specific areas.
- Introduce students into risk analysis and integrated management methodologies.

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.
- Efficiently manage human resources.
- 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 situation and identify the points that are best.
2. Carry out scientific thinking and critical reasoning in matters of preventions and security.
3. Coordinate the resources of the three main subsystems of the prevention and integral security sector: people, technology and infrastructures.
4. Critically analyse the principles, values and procedures that govern professional practice.
5. Design a project applied to integral security and prevention in an organisation.
6. Design and implement recovery plans following disasters and mechanisms for contingencies.
7. Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
8. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
9. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
10. Propose new methods or well-founded alternative solutions.
11. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights and responsiblities, diversity and values democráticos.
12. Propose projects and actions that incorporate the gender perspective.
13. Propose viable projects and actions that promote social, economic and environmental benefits.
14. Respond to problems applying knowledge to practice.
15. Select the minimum resources for efficient risk management.
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

Didactic Unit 1 Space analysis and risk contextualization. Assess the possibility of performing the event at that location. Check the territory and its access. Analyze the type of event and its detractors. Analyze the environment (neighborhoods, A. of neighbors, radical groups, forums, etc..) Vulnerability of space and environment. Risks present in space. Risks generated in space by the event Analysis of access to space and feasibility of use.

Didactic Unit 2 Analysis of the risk map space. Assess the affectation of anthropic risks. Assess the affectation of technological risks. Develop preventive measures according to the risks identified and considered to affect. Evaluation exercise of the Teaching Unit 1-2

Didactic Unit 3 Identification and assessment of space risks. Identify risks by zone and/or Activity Choose a method of risk assessment Assess the risk by zone and/or activity Propose preventive measures for each zone and/or activity This shall apply to all types of risks identified, Anthropic, Technological, Labour, Mobility, etc…, Epidemic and Pandemic

Didactic Unit 4 Identification and assessment of Mobility Needs Identify access to the space Identify bus lines to the space Identify lines and subway access to the space Identify parking areas < 500m to the space Identify Parking < 500m to the space Possibility to negotiate extension of transport schedules Valuation of the request of occupation public road for loading/unloading and parking VIP Valuation accessibility emergency equipment Exercises Evaluation Unit didactic 3-4

PEC1

Didactic Unit 5 Identification and assessment of administrative needs with local and regional authorities Find out the requirements of normative compliance for the event Location ofplans in PDF or AutoCAD at zone or area scale. Get copy of Project Extra Activity License. If it is a building or local get copied to the emergency plan. If there is no emergency plan value make memory security or PAU Check or make the list of responsible and tel. mobile. Find out if there is a project Ing. Contact the PRL Coordinator If there is no project ing. Design the event's PRL prevention plan Create the PRL coordination file for company data Valuation of uniformed security personnel Valuation of access control personnel , Valuation of health personnel Exercises evaluation Teaching unit 5-6

Didactic Unit 6 Obtaining Documents Project License Activity Obtain Emergency Plan Perform Safety Memory Perform lopd Implementation Work Risk Coordination Plan Obtain workplace risks if it is a building or facility. Based on the data obtained from the event carry out our own risk assessment. Based on each of the activities identified in the event: Identify risks and Assess risks. Develop preventive measures according to the risks present by activity.

Didactic Unit 7 Protection and security Resource coordination Identify data quality. Assess which data we should have from workers for coordination. Valuation of uniformed security personnel Valuation of access control personnel Valuation Staff of safety assistants Valuation of health personnel Exercise in group evaluation Teaching unit 7

Didactic Unit 8 Design of a Comprehensive Safety Master Plan PDSI Analysis of the event or activity Determine the necessary documents Determine the necessary information Determine the scope of PDSI

PEC2

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed, will be those activities that the student carries out tutored by the teacher in class as they are exercises and lessons of program	40	1.6	1, 3, 6, 5, 9, 10, 13, 15
evaluation	4	0.16	20, 16, 7
Type: Supervised			
Supervised, will be those activities in which the student performs PEC1 (individual) and PEC2 (team) scores, plus final exam	12	0.48	14, 8, 22, 21
Type: Autonomous			
Autonomus, will be those activities that the student performs autonomously from home with the means and/or materials of the subject.	94	3.76	19, 18, 16, 17

Teaching language: Catalan

Bearing in mind that the class modality is classical, with the aim of achieving the learning objectives described in this Guide we will develop a methodology that combines the individual study from the Manual, the training sessions and the readings that will be raised on each topic, in addition to some documentaries.

The doubts that the students have will be resolved by the mail addressed to the teacher of the subject. We will also be working on case studies on PDSI disputes, where we will analyse the issues and their implications for the PDSI management system.

It should be noted that due to the model the students will have to prepare the materials independently (documents, readings, videos etc.…) and the forums and sessions in person will be dedicated to deepening on the topics discussed as well as to resolving possible doubts

The methodology used is that of the Flipped Classroom: giving students the information and computer and material resources, so that they can solve PAC 1 and PAC 2
with them Gramification (formative games) is also a tool used in the subject for a better understanding of the theoretical classes.

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
Final assessment	30%	0	0	14, 8, 20, 19, 18, 16, 17, 7

PAC 1 Alone	35%	0	0	4, 2, 14, 8, 11, 12, 22, 21, 7
PAC 2 In team	35%	0	0	1, 3, 6, 5, 9, 10, 13, 15

CONTINUOUS ASSESSMENT

Two individual/group PACs will be carried out corresponding to the topics studied in the subject.

Each PAC has a weight of 35% with respect to the final grade of the subject.

The remaining 30% corresponds to the theoretical exam.

The exam averages the continuous evaluation regardless of the grade obtained.

To take a recovery the required mini grade will be a 3.5.

The total weighted average must be 5 points or higher in order to pass/pass the subject.

EVALUATION OF STUDENTS IN THE SECOND CALL OR MORE

Students who repeat the subject must take the scheduled tests and exams and submit the work of the subject on the dates indicated in the Moodle classroom.

MAKE-UP EXAM

A student who does not pass the subject, who does not reach 5 (total) out of 10, in accordance with the criteria established in the two previous sections, may take a final exam provided that the student has been evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade of the subject.

If you have not been evaluated of these two thirds for not having taken the tests, you will obtain a grade of Not Presented, without having the possibility of taking the final recovery exam.

In this exam, all the contents of the subject will be re-evaluated. In the event of passing the final exam, the subject will be passed with a maximum of 5, regardless of the grade obtained in the exam.

CHANGING THE DATE OF A TEST OR EXAM

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

Once the document has been completed, it will be sent to the teaching staff of the subject and to the coordination of the Degree.

REVISION

At the time of carrying out each assessment activity, the teaching staff will inform the students of the mechanisms for reviewing the grades.

OTHER CONSIDERATIONS

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

If during the correction there are indications that an activity or work has been carried out with answers assisted by artificial intelligence, the teacher may complement 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 subject, the teaching staff may modify both the methodology and the evaluation of the subject.

NOT ASSESSED. A student who does not provide all or any of the PAC's of the subject, will not be able to take the final exam, or does not appear on the day of the exam is considered not to be assessed.

This subject / Module does not include the single evaluation system.

Use of IA

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage. Any work that includes AI-generated content will be considered a breach of academic integrity and may result in a partial or total penalty in the activity's grade, or more severe sanctions in serious cases.

Bibliography

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Sanchez. O, (2018). *3ª Publicación Protocolo, Comunicación y Seguridad en Eventos Analisis de la C omunicacion en Seguridad.* Icono14

Software

This subject does not need a specific program

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	Catalan	first semester	afternoon
(TE) Theory	2	Catalan	first semester	afternoon