

Degree programme	Type	Course
Prevention and Integral Safety and Security	FB	2

Contact lecturer

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Prerequisites

This subject doesn't have any pre-requirements

Group languages

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

Objectives

- Locate the promotion of coexistence, prevention and conflict management in the context of risk governance processes
- Analyze a conflict situation, in the risk governance processes
- Understand the professional figure of the facilitator in risk governance processes
- Learn methodologies to facilitate.

Learning outcomes

1. Apply management indicators and mechanisms to the risks in a community.
2. Use the capacity for analysis and synthesis to solve problems.
3. Respond to problems applying knowledge to practice.
4. Work in institutional and interprofessional networks.
5. 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.
6. 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.
7. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
8. Propose new methods or well-founded alternative solutions.
9. Critically analyse the principles, values and procedures that govern professional practice.
10. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
11. Propose projects and actions that incorporate the gender perspective.
12. Draw up management proposals for prevention and security in an organisation.
13. Take a preventative view in the area of security.
14. Work and learn autonomously.
15. Apply the different concepts involved in the internal and external communication of an organisation.
16. Maintain a positive attitude with respect to professional and personal growth.

17. Analyse the situation and identify the points that are best.
18. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.

Contents

I. Sociology of risk:

- The sociological perspective and the sociology of risk.

- The \"crisis\" and the conflicts that they provoke

II. Conflict resolution.

- The conflict: origin, phases, development

- The stakeholders: definition, position, management.

- The citizenship and the community as a stakeholder

- The productive dialogue as a way to improve governance

- The conflict and the promotion of coexistence

- Analysis of the conflict. Promote coexistence

- From mediation to facilitation

- Facilitation

- Social technology

- The restaurative practice: victim and victimizer

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Theoretical classes; Discussions and discussion forums and analysis of conflicts for the application of social technology	44	1.76	1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 15, 16, 17, 18
Resolution of practical cases	12	0.48	1, 3, 5, 7, 8, 9, 10, 11, 12, 13, 17, 18
Personal study, reading articles and reporting	94	3.76	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

Teaching language: catalan and spanish

Collaborative learning. It is a process of interactive activity and reciprocity between a group of students, which facilitates the joint construction of a common goal based on individual work. It is a shared, coordinated and interdependent process, in which students work using collaborative tools to achieve a common goal that they could not achieve on their own.

It will begin by building the base groups that will choose a conflicting process that they will analyze and then design the ideal facilitation for the situation.

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.

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Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
PEC2	30%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
PEC1	20%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Exam	50%	0	0	1, 2, 3, 5, 6, 7, 8, 10, 11, 15, 17, 18

CONTINUOUS ASSESSMENT

There will be two groupal PECs corresponding to the topics studied in the course. The first PEC has a weight of the 20% and the second one a 30%. The remaining 50% corresponds to the exam.

It's not possible to do the PECs individually.

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

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

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 a document containing the solutions to the two PECs 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 continuous evaluation exam.

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

EVALUATION OF THE STUDENTS IN SECOND OR MORE SUMMONS

Students who repeat the course will have to take the scheduled tests and exams and hand in the course work on the dates indicated in the Moodle classroom.

SECOND CHANCE EXAMINATION

The student who does not pass the course, who does not reach 5 (total) out of 10, according to 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 course. If the student has not been evaluated of these two thirds because he/she has not taken the tests, he/she will obtain a grade of NotAvaluated, without the possibility of taking the second chance examination

In this exam the whole of the contents of the subject that have not been passed in the continuous evaluation will be re-evaluated.

In the case of passing the final exam, the course will be approved with a maximum of 5, regardless of the grade obtained in the exam.

CHANGE OF DATE OF A TEST OR EXAMINATION

Students who need to change an evaluation date must submit the request by filling out the document that can be 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 coordination of the Degree.

REVIEW

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.

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 act of evaluation, this act of evaluation will be graded with a 0, regardless of the disciplinary process that may be instigated. in the event that several irregularities occur in the acts of evaluation of the same subject, the final grade of this subject will be 0 \".

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

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.

Bibliography

1. Bibliografía bàsica de curs

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Software

You don't need anything specific

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan/Spanish	first semester	afternoon
(TE) Theory	2	Catalan/Spanish	first semester	afternoon