

Degree programme	Type	Course
Prevention and Integral Safety and Security	OB	3

Contact lecturer

Name : Montserrat Iglesias Lucía

Email : montserrat.iglesias@uab.cat

Prerequisites

This subject doesn't have any pre-requirerments

Group languages

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

Objectives

The Degree in Prevention and Comprehensive Security is an official degree from the Autonomous University of Barcelona, which offers students a multidisciplinary training in coordinated risk management, in the fields of public and private security, the environment, quality and corporate social responsibility.

Graduates will be professionals capable of giving an efficient response to different decision-making processes typical of the prevention and security sector, such as, for example, those related to economic, administrative and human resource management aspects or those related to technological areas of the sector.

The subject "Comprehensive management models: security", is embedded 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 the student know the techniques and models of the security system. The other four subjects are: Criminology and Criminalistics. Social research techniques. Comprehensive management models: environment.

Comprehensive management models: quality and corporate security.

The learning and scope of the skills of this subject allows the student to learn both the management techniques of organizational security models and an analysis of the different frameworks of each one. In this way, you will have a global vision of the operation of the security and emergency system and specifically: its mission, its objectives, functions, actors involved, resources available and problems they face.

The educational objectives of this subject are the following:

1. Know the theoretical and organizational framework in which you are going to carry out your professional activity.
2. Identify the organizational and competence scope of the different services involved in the police field.
3. Identify the organizational and competence scope of the different services involved in the field of urgent health care.
4. Identify the organizational and competence scope of the different services involved in the field of firefighters and civil protection.
5. Be adequately oriented around the operational coordination of the participants.
6. Know the main elements of internal support and annexes to the management of the security and emergency system.

Learning outcomes

1. Identify the resources necessary for managing security, the environment, quality and social corporate responsibility.

2. Use the capacity for analysis and synthesis to solve problems.
3. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
4. Respond to problems applying knowledge to practice.
5. Be able to adapt to unexpected situations.
6. Work in institutional and interprofessional networks.
7. Identify, manage and resolve conflicts.
8. 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.
9. 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.
10. 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.
11. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
12. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
13. Propose new methods or well-founded alternative solutions.
14. Critically analyse the principles, values and procedures that govern professional practice.
15. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
16. Draw up management proposals for prevention and security in an organisation.
17. Analyse the preventative interventions in matters of security, environment, quality and social corporate responsibility and identify the inherent risk factors.
18. Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
19. Make efficient use of ITC in the communication and transmission of results.
20. Evaluate how gender stereotypes and roles affect professional practice.
21. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
22. Show respect for diversity and the plurality of ideas, people and situations.
23. Weigh up the risks and benefits of both your own proposals for improvement and those of others.
24. Analyse the situation and identify the points that are best.

Contents

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

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Evaluation	4	0.16	
Theoretical and practical classes with the participation of students	40	1.6	

Individual study and practice	94	3.76
Tutorials with students	12	0.48

The methodology of this subject will be based on a dynamic and participatory model.

During the theoretical sessions (Friday) the course syllabus will be explained. Case studies will be proposed to support the theoretical explanation.

During the practical sessions (Wednesday and Saturday) the 4 PECs will be presented that must be presented the same day in the classroom

Students must properly follow the teachers' explanations in the classroom, read or study the topics suggested by the teachers, as well as participate in the class.

In order to deepen the subject, some of the sessions will be held by experts in the professional world of security.

Teaching language: Catalan

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	Weight	Hours	ECTS	Learning outcomes
Evaluation of scheduled activities	50%	0	0	1, 2, 3, 4, 5, 6, 7, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Theoretical Test	50%	0	0	8, 9, 10, 11, 12

1. CONTINUOUS EVALUATION

Evaluation of theoretical knowledge (50% of the final mark)

It is necessary to get at least a 3.5 out of 10 in this test. Otherwise, no final mark will be obtained for this part.

Attendance at the exam is mandatory. Otherwise, no final mark will be earned for this part.

The use of any kind of documentation for the resolution of this exam is not allowed.

Assessment of practical knowledge (50% of the final mark)

A total of continuous assessment tests (PECs) will be carried out. These are practical cases of an operational nature in which a situation is presented as a case, on which certain searches for information and case resolution must be carried out.

It is mandatory to hand in at least the 75% continuous assessment tests proposed. Otherwise, none of the practical knowledge assessments submitted will be graded and no final mark will be achieved for this part.

It is necessary to obtain at least a 3.5 out of 10 in each of the suggested continuous assessment tests. Otherwise, it will be considered ineligible, and will have the same effects as not having presented it.

Each of them will have a maximum delivery date through the university's virtual campus. If it is not delivered within the established deadline, it will be considered not submitted.

The evaluation test presented must follow the structure of the document proposed in the classroom.

Final grade of continuous assessment

The final grade of the continuous assessment will be obtained from the arithmetic sum of each of the completed and valid exercises.

In order to consider it passed, a score of at least 5 out of 10 must be achieved.

2. UNIQUE ASSESSMENT

Students opting for the single assessment will take the same theory test exam as the continuous assessment (50%) and hand in a PAC summarizing all continuous assessment PACs (50%)

The date for this test and the delivery of the subject's work will be the same scheduled in the schedule for the last continuous assessment exam.

Final grade of continuous assessment

The final grade of the continuous assessment will be obtained from the arithmetic sum of each of the completed and valid exercises.

In order to consider it passed, a score of at least 5 out of 10 must be achieved.

3. RECOVERY EXAMINATION

Access to the exam

If you have not passed the continuous assessment or the single assessment, you can take the make-up exam as long as you have participated (presented), at least in two thirds of the assessment.

Goal

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

To pass the recovery test, a score of 5 out of 10 must be achieved, which will be obtained from the arithmetic sum of each of the two parts that make up the exercise.

If you pass the make-up exam, the grade obtained will be a maximum of 5, regardless of the grade obtained in the exercise.

4. STUDENT EVALUATION IN THE SECOND CALL OR MORE

Students who repeat the subject must take the scheduled tests and exams and hand in the subject's work on the dates indicated in the Moodle classroom.

5. Single assessment:

Students opting for single assessment will take a final comprehensive exam covering the entire course content, both theoretical and practical. The date for this exam will be the same as the one scheduled for the final continuous assessment exam. Students wishing to opt for single assessment must submit a request within the official deadline established for doing so. Failure to do so will result in the loss of the single assessment option. The same retake policy applies as for continuous assessment.

6. Use of AI

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the work's development. Students must clearly identify which parts were generated using this technology, specify the tools employed, and include a critical reflection on how these influenced the process and the final outcome of the activity. Failure to be transparent about the use of AI may be considered an academic irregularity and could lead to a penalty on the activity grade or the application of the consequences outlined in the following section, "Other considerations."

7. GENERAL CONSIDERATIONS

Not assessable

According to point 9 of article 266 of the academic regulations of the UAB, when it is considered that the student has not been able to provide sufficient evaluation evidence, this subject must be classified as non-evaluable. If at least 2/3 of the required evidence is not presented.

Multiple choice questionnaire

Characteristics of all exercises in the form of a multiple-choice questionnaire, both in the continuous assessment and in other tests, for each question four answers will be proposed, of which there is always one correct answer and only one. Wrong answers will be discounted by 33%.

Oral resolution

If it is considered appropriate, some of the tests may be done orally.

Irregularities

Without prejudice to other disciplinary measures that are considered appropriate, and in accordance with current academic regulations, "in the event that any irregularity is detected that could lead to a significant variation in the rating of an evaluation act, it will be rated with a 0 (zero) this assessment act, regardless of the disciplinary process that may be instructed. In the event that several irregularities occur in the assessment acts of the same subject, the final qualification of this subject will be 0 (zero)".

If there are unforeseen circumstances that prevent the normal development of the subject, the teaching staff may modify both the methodology and the assessment of the subject.

Date change

The person who needs to change an assessment date must submit the request by completing the document found in the EPSI tutoring Moodle space.

At the time of carrying out each assessment activity, the teacher will inform the students (Moodle) of the

procedure and date of review of the qualifications.

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

BRYNJOLFSSON, E. McAfee, A. La carrera contra la máquina, cómo la revolución digital está acelerando la innovación, aumentando la productividad y transformando irreversiblemente el empleo y la economía. Antoni Bosch, 2013.

DE UGARTE, D. El poder de las redes, manual ilustrado para ciberactivistas. Edición 2011. Disponible en: <https://lasindias.com/libros>

FERNANDEZ PEREIRA, J. P., La Seguridad Humana, Ariel, Barcelona, 2006.

ISTURITZ, J.J., "Regulación y organización de servicios de atención de emergencias y protección civil". Tesis doctoral depositada en la Universidad Autónoma de Barcelona. Barcelona. 2013. Disponible en: <https://ddd.uab.cat/record/116340?ln=es>

MARSH. Preparar el sector público para la gobernanza del riesgo: primeros pasos hacia un diferencial

ISO 31000. 2012. Disponible en: http://www.cosital.es/attachments/423_Guia%20Gestion%20del%20Riesgo%20red.pdf

Complementary bibliography will be published in the moodle classroom of the subject.

Software

This subject will use the basic software of the Office 365 package

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