

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Law		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	CRIME PREVENTION		
Type:	Optional	ECTS credits:	3
Year:	3	Code:	7274
Teaching period:	Sixth semester		
Subject:	Criminal Law		
Module:	Public Law		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

## SUBJECT DESCRIPTION

The subject "Crime Prevention" aims to contribute to scientific training by providing theoretical and empirically proven knowledge about the prevention and treatment of offenders, -which programs and guidelines of action have been effective, and on what processes they are based-, with the objective of providing in-depth knowledge and being able to collaborate in the development of prevention and intervention plans and measures.

In a schematic form, it can be specified:

- Acquisition of basic knowledge about crime prevention from the legal/criminal, political/criminal and criminological aspects
- Mastery of advanced specific knowledge on crime prevention and crime prevention models

- Acquisition of expert knowledge about prevention programs based on situational prevention
- Assimilation and analysis of different crime treatment models
- Acquisition of specific advanced knowledge in the area of special positive prevention

The subject "Crime Prevention" contributes to the student's scientific training by providing theoretical and empirically proven knowledge about the prevention and treatment of criminals as well as about the programs, processes and guidelines of action that have proven to be effective, with the objective of knowing in depth and being able to collaborate in the development and improvement of prevention and intervention plans and measures. Schematically, it comprises:

- Acquisition of basic knowledge about crime prevention from the criminal legal, criminal policy and criminological aspects
- Mastery of advanced specific knowledge on crime prevention and crime prevention models
- Acquisition of expert knowledge about prevention programs based on situational prevention and community prevention.
- Assimilation and analysis of the different models of crime treatment
- Acquisition of specific advanced knowledge in the area of special positive prevention.

## GOAL

The main objective of the course is to understand the meaning, importance and function of the treatment of offenders to prevent crime, prevent recidivism and seek social integration. Provide students with solid knowledge about the different forms of crime prevention and treatment as well as their theoretical foundations. From prevention through rehabilitation focusing on the different types of prevention: primary, secondary and tertiary, the treatment of offenders and the current situation in Spain and Europe; to crime prevention through the Criminal System, social policies, community prevention and situational prevention.

The approach to anthropological, epistemological, ethical and meaningful foundations combined with the harmonious integration of knowledge will promote reflection and analysis about the different models of prevention, their theoretical foundations and the main debates and controversies surrounding the treatment of criminals.

## PRIOR KNOWLEDGE

Criminal Law, Prison Law and Criminal Policy.

## COURSE SYLLABUS

Theme I. INTRODUCTION. 1. Crime Prevention Concept. General ideas 2. Crime prevention and criminal policy. 3. Crime prevention and social policies. 4. The limits to crime prevention in the social and democratic State of Law. 5. Criminal Sciences: Criminal Law, Criminal Policy and Criminology

Theme II. CRIME PREVENTION THROUGH THE CRIMINAL JUSTICE SYSTEM. 1. Criminal deterrence (general and individual) 2. Positive or integrative general prevention: punishment as confirmation of the validity of the norm (behavioral expectation). 3. Criminal incapacitation (negative individual prevention). 4. Criminal Policy guidelines regarding the creation of criminal laws.

Theme III. PREVENTION BY REHABILITATION. 1. Reeducation, reintegration, special positive prevention. 2.

Rehabilitative treatment in the Spanish prison system: Individualization of treatment, prison classification, rehabilitation programs.

Theme IV. THE MODEL OF CITIZEN SECURITY. 1. Introduction: the current rise of the model. 2. Characteristics of the citizen security model. 3. Social prevention. First level 4. Community Prevention. Main areas of incidence .5 Role of the police in different areas of crime prevention

Theme V. CRIME PREVENTION PROGRAMS. Situational Crime Prevention. Preventive situational model. Relationship of the Situational Prevention Model with ecological theory. Application in Spain

## EDUCATION ACTIVITIES

The Bologna Process led to the creation of the European Higher Education Area (EHEA), one of the most relevant aspects of which has been the transition from the old traditional teaching scheme to the new learning model where the student's autonomous work takes on greater importance. For this reason, the methodology implemented at the UFV is carried out through the Flipped Classroom (FC) system, a pedagogical model that transfers the work of certain learning processes outside the classroom and uses class time, together with the teacher's experience, to facilitate and enhance other processes of acquiring and practicing knowledge within the classroom. From this model, the training activities will be as follows:

**PARTICIPATORY MASTER LESSON:** Unlike the classic master lesson, in which the burden of teaching falls on the teacher, in the participatory master lesson we seek to move the student from a passive attitude to an active one, encouraging their participation based on the prior preparation of the issues to be discussed

**AUTONOMOUS WORK.** In this methodology, the student takes the initiative with or without the help of others (teachers, classmates, tutors, mentors). It is the student who diagnoses their learning needs, formulates their learning goals, identifies the resources they need to learn, chooses and implements appropriate learning strategies and evaluates their learning outcomes. This methodology will be of special interest for the development of research-related competencies.

**COOPERATIVE WORK IN SMALL GROUPS:** The number of students scheduled at our University allows us to work cooperatively in small groups in the classroom and outside it.

**PROBLEM-BASED LEARNING (PBL):** The ABP methodology is based on learning mediated by the search, understanding, assimilation and application of knowledge for the resolution of a problem or the answer to a question. Students are responsible for their own learning, while the teacher's role is that of guidance. At the beginning of a subject, the student does not have enough knowledge and skills to effectively solve the problem. The objective, in these stages, is for the student to be able to discover what they need to know to advance in solving the proposed question (diagnosis of learning needs). Throughout the educational process, as the student progresses in the program, they are expected to be competent in planning and carrying out interventions that will allow them to finally solve the problem in an appropriate way (knowledge construction). And all this, working cooperatively.

**PROBLEM SOLVING LEARNING:** The teacher proposes a problem on which no specific previous training has been given, which is worked on individually or by groups in the classroom or virtually, and which then has to be worked on individually by the student.

**TUTORIAL ACTION SYSTEM: TUTORIAL SYSTEM:** A) Personalized: individualized attention to the student with the objective of reviewing, clarifying and debating the topics presented and raised in the classes and any questions that may have arisen. B) Group: care and advice to students who work in groups for the development of their work.

**RESEARCH:** Search for information from various sources and documents, analysis and synthesis of data and development of conclusions

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To research, manage sources and handle information.

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To learn independently.

To develop the areas needed to promote teamwork, adapting to new situations, being tolerant, and developing ethical behavior and social commitment.

### General Skills

To research, manage sources and handle information.

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To learn independently.

To develop the areas needed to promote teamwork, adapting to new situations, being tolerant, and developing ethical behavior and social commitment.

### **Specific skills**

Know the concepts, institutions and legal relationships and their basis.

Offer creative and imaginative solutions to legal, personal and professional problems, based on the approach or sources used.

Show a critical conscience in the analysis of the legal system, being able to identify the appropriateness of the norm to the ideal of Justice.

Develop habits of rigorous thinking, exercising the capacity for analysis and synthesis.

Reflect on their own learning with a self-critical sense, identifying aspects of improvement based on quality and excellence criteria.

Work as a team, actively contributing to the group's task.

Show sensitivity to fundamental human rights.

### **LEARNING RESULTS**

In general, the student proposes the study of practical cases based on ethical principles and values, showing sensitivity to fundamental human rights.

The student, at the end of the learning, distinguishes the different types of prevention, as well as the current situation in Spain and Europe, the programs for the prevention and treatment of existing offenders, and will offer creative and imaginative solutions to social-legal, personal and professional problems.

It also knows the institutions that develop prevention programs, analyzing their effectiveness from a critical point of view.

Show sensitivity to fundamental human rights.

Work as a team, actively contributing to the group's task.

Reflect on his own learning with a self-critical sense, identifying aspects of improvement based on criteria of quality and excellence.

Develop habits of rigorous thinking, exercising the capacity for analysis and synthesis.

It offers creative and imaginative solutions to legal, personal and professional problems, due to the approach or sources used.

It applies ethical principles and values in personal and professional life.

He shows a critical awareness in the analysis of the legal system, being able to identify the appropriateness of the norm to the ideal of Justice.

## LEARNING APPRAISAL SYSTEM

The two evaluation models are maintained: continuous evaluation and alternative system. The exams will be carried out in person. Students will be evaluated according to the criteria of the so-called 'continuous evaluation' system, through the estimation and overall weighting of the following areas, to which the following percentages of the grade are designated:

**FINAL EXAM:** It will consist of taking a test, either written or oral, with a value of 70% of the grade of the subject.

The exam will cover questions in the program that have been explained by the teacher, by the manual or analyzed in class. The model is a compendium of short answer questions and others with explanatory answers that develop concepts, theories, etc. All questions must be answered, although the lack of an answer to one of them will be excusable if the remaining questions have been answered adequately and sufficiently. On the other hand, two blank or absolutely wrong questions, such as explanatory answers that develop concepts, theories, etc., will qualify as suspense.

**Work:** Oral presentation 20% of the final grade. It will be carried out throughout the course, following the teacher's instructions. The teacher will assign one topic per team or work group, to prepare for the oral presentation.

**ATTENDANCE AND PARTICIPATION IN THE TRAINING ACTIVITIES PROPOSED BY THE TEACHER:** 10%.

The participation and interest demonstrated in class -especially in the training activities that are organized and in debates-, the critical judgment and capacity for analysis and argument in the face of social reality, with respect for the positions of others, and their understanding of the subject will be valued. For the application of all the percentages with which the subject is graded globally, it is mandatory to pass the exam, as well as to obtain a minimum score of five (5) in the activities or works indicated as mandatory by the teacher.

**ALTERNATIVE SYSTEM. STUDENTS WITH EXEMPTION:** In this evaluation model, the exam will account for 70% of the grade and the work for 30%.

**HONORARY ENROLLMENT:** It is the exclusive faculty of the teacher of this subject, in recognition of excellence, to grant this distinction or not, in accordance with the criteria of academic regulations and provided that the student has demonstrated special creativity, mastery of the subject, ability to interact with the rest of the disciplines of the Degree, capacity for autonomous research, etc.

PLAGIARISM: Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

César Herrero Herrero Criminology. General Part and Special Part 2017  
(César Herrero Herrero Criminology. General Part and Special Part 2017 , ed. Dykinson)

Juanjo Medina Ariaza Crime Prevention and Public Security 2013

Esther Pascual Manual on the Legal Consequences of Crime: Its Determination and Application 2016  
(Esther Pascual Manual on the Legal Consequences of Crime: Its Determination and Application 2016 , Madrid:Universidad Pontifical de Comillas)

### Additional

Zipf, H., and Zipf, H. Introduction to Criminal Policy 2018  
(Zipf, H., and Zipf, H. Introduction to Criminal Policy 2018 , (C. A. Agurto Gonzales, S. L. Quequijana Mamani, & B. Choque Cuenca, Eds.). Olejnik Editions. )

Ayllon Santiago, H.S., & Ayllón Díaz, J. Theoretical and Practical Deontology for Criminology Professionals 2017  
(Ayllon Santiago, H.S., & Ayllón Díaz, J. Theoretical and Practical Deontology for Criminology Professionals 2017 ,  
Editorial Reus.)