# UFV Teaching guide

## IDENTIFICATION DETAILS

| Degree: | Criminology |
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| Scope | Law and legal specialties |
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| Faculty/School: | Law, Business and Government |
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| Course: | PUBLIC AND PRIVATE SECURITY POLICIES. CRIME PREVENTION |
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| Type: | Compulsory | ECTS credits: | 6 |
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| Year: | 3 | Code: | 6133 |
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| Teaching period: | Fifth semester |
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| Subject: | Crime Prevention |
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| Module: | Criminology |
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| Teaching type: | Classroom-based |
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| Language: | Spanish |
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| Total number of student study hours: | 150 |
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## SUBJECT DESCRIPTION

A study of the term 'security', both personal and collective, is addressed as legal assets protected by our legislation, and of the way in which modern States materialize this protection through their territorial bodies and their public security forces.

The student will analyze citizen security policies in Europe and America, carrying out a study of their costs and benefits.

Traditional police models will be studied: preventive police vs. reactive police, as well as the new challenges and experiences in the search for higher levels of security required by citizens in the search for the chimera of zero crime and the emergence of a new handicap such as the economic crisis. The search for effectiveness and efficiency in security and new security management models (Problem Oriented Policing, POPI, etc.) based on the prevention and study of crime.

Within the new security management models, crime analysis and new security management and management tools play a fundamental role, such as crime mapping, intelligence analysis, criminal intelligence software, etc. Collaborative models of private and public security. The evolution of private security and the trend towards the privatization of public security. Real cost analysis.

The fundamental objective of the course is for the student to learn about the management models of citizen security through the implementation of security policies and to critically analyze their fit in certain social contexts, taking as a maximum that the models are not exportable to all societies.

It deals with a study of the terms' Politics' and 'Security' and of the way in which modern States materialize and consolidate them through different social processes. Students will analyze citizen security policies in Spain, carrying out a study of their effectiveness based on scientific criteria seen in the subject. The collaborative role between public and private entities for crime prevention is emphasized, taking into account current phenomena of interest in the field. It will also address the development of prevention strategies aimed at different criminal phenomena based on classic and current strategies, which, taking into account the socio-economic context of application, are of interest for their development.

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## GOAL

The final objective is for students to know security policies and standards both at international, European and Spanish levels, and to be able to critically design and evaluate these policies. In addition, the objective is that the student is able to practically implement a security policy in a given context, having acquired the necessary skills and competencies to carry out adequate advice and management in public safety, optimizing resources and implementing effective and efficient management models.

The specific aims of the subject are:

Learn what a public policy for citizen security is and how they are created and implemented.

Study the types of citizen security policies at international, European and national levels.

Know the organs of the States involved in public security policies.

Learn about the new challenges of public safety and the tools needed to achieve them. Especially the importance of information as an instrument of Security Policies.

Design, implement and evaluate a public security policy that prevents crime by optimizing public and private resources available to the Administration.

## PRIOR KNOWLEDGE

Prior knowledge of Basic Foundations of Criminology and crime theories, as well as Criminal Policy and Crime Prevention.

## COURSE SYLLABUS

Block I. Public and Private Security: contextualization, definitions. Current importance and relevance.
Block II. Prevention: Definition, Classification and Management
Block III: Public and Private Security Policies: Approaches and Strategies from Criminology

## 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, which consists of 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 questions to be discussed and the questions for reflection that are proposed at the end of each lesson.

COOPERATIVE WORK IN SMALL GROUPS: The number of students scheduled at our University allows us to work in small groups as a group. 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.

GAMIFICATION: through various games, contents and concepts will be reviewed so that the student can assimilate them: simulation of gatherings in the media, simulation of intervention with victims, kahoot or Quizizz, interactive roulette, debates, etc.

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

development of conclusions and new proposals. Fieldwork.

## DISTRIBUTION OF WORK TIME

| TEACHER-LED TRAINING ACTIVITIES | INDIVIDUAL WORK |
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| 60  Horas | 90  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 acquire an ability for analysis, synthesis, assessment and critical reasoning.

To be familiar with and apply analytical techniques and procedures for research in problem-solving, decision-

making and issue of reports concerning issues submitted for consideration in the field of criminology.

To research, manage sources and handle information.

**General Skills**

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

To be familiar with and apply analytical techniques and procedures for research in problem-solving, decision-making and issue of reports concerning issues submitted for consideration in the field of criminology.

To research, manage sources and handle information.

**Specific skills**

Evaluate and design different public policies aimed at crime, all from a legal, scientific and ethical point of view

Know and understand the different social and psycho-social factors that influence the criminal phenomenon: marginal or exclusionary environments, etc. Design and evaluate appropriate intervention strategies for preventive purposes

Know how to identify the methodological and scientific foundations of Criminology. Use the appropriate techniques for each specific criminological investigation

## LEARNING RESULTS

Collect and interpret relevant data (usually within your area of study) to make judgments that include reflection on relevant social, scientific or ethical issues

Transmits information, ideas, problems and solutions to both specialized and non-specialized audiences

Analyze, synthesize, evaluate and reason critically.

Knows and applies analytical techniques and research procedures to solve problems, make decisions and issue opinions on issues that are being considered at all times in the criminological field.

It values and designs different public policies aimed at crime, all from a legal, scientific and ethical point of view.

Know and understand the different social and psycho-social factors that influence the criminal phenomenon: marginalized or exclusionary environments, etc. Design and evaluate appropriate intervention strategies for preventive purposes.

## LEARNING APPRAISAL SYSTEM

The student 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: FIRST CALL: FINAL EXAM: It will consist of taking a test-type exam with short development questions, 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. SUBJECT WORK: 20% of the final grade. It will be delivered before the final exam date, following the teacher's instructions. This work will be prepared individually or in groups and a brief presentation may be made of it in person. PARTICIPATION IN TRAINING ACTIVITIES PROPOSED BY THE TEACHER AND ATTENDANCE: 10% (5% participation and 5% attendance). The participation and interest demonstrated in class, through attendance and especially in the training activities that are organized will be valued. For the application of all the percentages with which the subject is graded globally, it is mandatory to pass the exam and the work with a grade of 5. EXTRAORDINARY CALL AND SUBSEQUENT CALLS: Students who attend the exam in an extraordinary call and following calls must submit the works proposed for this purpose by the teacher (although oral defense may not be necessary if the teacher so determines) and pass the corresponding exam -the work is only added up if the exam is passed-. To do this, the student must contact the teacher at the beginning of the course via email. The exam will be equivalent to 70% of the grade. The work will be equivalent to 30% of the grade. To pass the subject, you must obtain a grade of 5 in the work and in the exam. 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 proactivity, mastery of the subject, ability to interact with the rest of the disciplines of the Degree, capacity for autonomous research, etc. If there are two or more candidates eligible to receive this recognition, the teacher of the subject will convene a court composed of professors from the same or similar subject matter, for the purpose of examining candidates orally. The court, after having heard the students, will decide which of them will receive the Honorary Enrollment, or, if appropriate, will declare the call void. OFFICIAL ACADEMIC EXEMPTION FROM ATTENDANCE: Students with an academic exemption will be exempt from attending classes, but they must submit the papers (the final work of the subject may not require an oral defense) proposed by the teacher for this purpose - the student must contact the teacher at the beginning of the classes by email - and pass the corresponding exam. The exam will be equivalent to 70% of the grade. The work will be equivalent to 30% of the grade. To pass the subject, you must obtain a grade of 5 in the work and in the exam. The consequences that arise in cases of PLAGIARISM AND COPYING OF PAPERS OR EXAMS: Article 13. Authenticity and honesty 1. Students, in any evaluation test, are required to observe the elementary rules regarding the authenticity of the exercise and its privacy. When a student has or makes use of illegitimate means in holding an exam, commits plagiarism, or is unduly attributed the authorship of academic works required for the evaluation, he will be scored with a numerical score of zero, nullifying any right recognized by these rules, and may also be subject to sanction, after opening a disciplinary file. 2. The teacher must warn students of the academic and disciplinary consequences that may result from any act that contravenes the mentioned rules, especially before carrying out the evaluation tests. It is the teacher's obligation to provide the means to prevent fraud among students. The teacher who detects any type of fraud must notify the director of the degree or faculty who will act according to the procedure established in the Coexistence Regulations. In the case of papers or exercises, as well as the final work/essay and extraordinary call, whenever there is an essay, the

correct written expression will also be evaluated, with misspellings being negatively scored with a value of 0.5 points for each fault and 0.01 for each errata or misspelling in tildes. (Each tilde doesn't add 0.01, even if it's always the same word).

## 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/).

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

RECASENS, A Security and its Policies 2007

GONZÁLEZ RODRÍGUEZ and GONZÁLEZ MARTÍNEZ Public Security in Spain 2015
(GONZÁLEZ RODRÍGUEZ and GONZÁLEZ MARTÍNEZ Public Security in Spain 2015 ,  ||BUENO ARÚS, F Notions of Crime Prevention and Treatment of Crime 2008 )

 García García, Andrés; Gómez Bujedo, Jesús; Gutíerrez Domínguez, María Teresa; Pérez Fernández, Vicente Jesús Basic psychological processes. A functional analysis

Martínez Espasa — Public policies of citizen security: analysis and proposals from Criminology

Dieterlen Theory of Rational Choice (

Abitbol and Botero Theory of Rational Choice: Conceptual Structure, and Recent Evolution.

EUCPN EUCPN

**Additional**

Tenca, Mariano Crime Prevention and Public Safety Manual 2018

César San Juan Guillen Crime Prevention Guide: Safety, Urban Design, Citizen Participation and Police Action 2021

Juan José Medina Ariza Policies and Strategies for Crime Prevention and Public Safety 2012
( Juan José Medina Ariza Policies and Strategies for Crime Prevention and Public Safety 2012 ,  ||Save The Children Viral Violence )

National Security Council against Organized Crime and Serious Crime (National Strategy)