

Degree	Type	Year
Social Education	OT	3
Social Education	OT	4

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

It is recommended to follow the information that appears in the written press or other news in the media related to the course. The reading of some of the bibliographic proposals contained in this guide is also recommended.

The teaching of the course will be delivered taking into account the perspective of the Sustainable Development Goals.

Objectives and Contextualisation

1. knowing closed and open institutions in the field of justice: prisons.
2. Analysing the basic conceptual and regulatory framework regulating justice institutions.
3. Acquiring the concepts of reeducation, rehabilitation and social reintegration.
4. Knowing how to make reeducational treatment programs.
5. Analysing the functions of the social educator in institutions of justice and in open institutions.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- 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.

Learning Outcomes

1. Acquire educational intervention skills in compliance with court orders.
2. Acquire procedural knowledge to perform an intervention program in educational fields of justice.
3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
4. Analyse the ethical aspects of social education when working with people at risk of exclusion.
5. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
6. Analyse the socio-historical evolution of different forms of marginalization and social exclusion.
7. Clarify the ethical dilemmas and debates raised when working with immigrant populations in a situation of social inequality as exists today.
8. Communicate using language that is not sexist or discriminatory.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Design and implement educational measures to prevent discriminatory attitudes and actions.
11. Design guidance programs for social inclusion and finding employment.
12. Design plans and programs for groups at risk of exclusion.
13. Identify situations in which a change or improvement is needed.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
16. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
17. In the educational sphere pertaining to the institutions of justice, knowing how to attend to its internal population according to their specific needs.
18. Know the main lines of intervention in health education.
19. Planning and developing educational interventions with a variety of individuals and groups.
20. Propose new experience-based methods or alternative solutions.
21. Recognising the assimilating, segregating, integrating or inclusive nature of the proposed socio-educational initiatives aimed at working with the immigrant population.
22. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
23. Understand the theoretical and methodological foundations of health education.

24. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

BLOCK 1. Re-education and reintegration

- 1.1. Definition and understanding of concepts.
- 1.2. Differences with related notions.
- 1.3. Conceptual and regulatory framework.
- 1.4. Approach to theories of the function of punishment.
- 1.5. Restorative justice.

BLOCK 2. Juvenile Justice

- 2.1. Concept and regulatory framework of juvenile justice.
- 2.2. Guiding principles and socio-educational purpose of the measures.
- 2.3. Judicial measures in the open environment: typology and functions.
- 2.4. Judicial measures involving deprivation of liberty: regimes and interventions.
- 2.5. The role of technical teams and territoriality in the intervention.
- 2.6. Inter-institutional and community coordination.
- 2.7. Juvenile justice and reintegration: specific programmes and educational action.

BLOCK 3. Penitentiary services

- 3.1. Penitentiary centres: types and characteristics.
- 3.2. Approximation to the basic regulations.
- 3.3. Organization of Penitentiary Centers; and generic functions they perform.
- 3.4. Effects of deprivation of liberty on inmates.

BLOCK 4. Prison treatment

- 4.1. Penitentiary treatment and rehabilitation programmes.
- 4.2. Functions of social educators in prisons.
- 4.3. Competences of social educators in the penitentiary environment.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Exhibitions by teachers the content and basic issues syllabus. It is done with the whole group and allows class exposure main contents through a open participation by students.	45	1.8	4, 7, 13, 20
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Type: Supervised

Distance work directed from pautes provided by teachers.	30	1.2	4, 7, 13, 20
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Type: Autonomous

Own work to acquire the skills of self-regulated manner.	75	3	9, 4, 5, 7, 8, 15, 14, 13, 20, 24
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Teacher and student presentations, participatory work of case studies and discussion of articles or professional aspects of current events related to the subject.

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
Group work to be developed in relation to a specific topic to choose among several presented by the teacher	25%	0	0	1, 4, 6, 7, 22, 23, 10, 16, 21, 17
Individual examination of the relevant contents.	50%	0	0	2, 1, 3, 4, 6, 7, 22, 23, 18, 10, 12, 11, 16, 19, 21, 17
Individual practical work to be proposed in class and will be resolved along the course.	25%	0	0	1, 9, 4, 5, 6, 7, 22, 8, 23, 10, 16, 15, 14, 13, 20, 21, 24

Continuous evaluation

Continuous assessment will consist of three categories:

- The first category is an individual written exam that will cover all the content covered in the subject, including theoretical explanations by the teaching staff, visualization of graphic documents, readings and conclusions of group work. This will constitute 50% of the final grade. The exam will be held on December 17, 2025.
- The second evaluation activity will be a final group project related to the development of a rehabilitation program. The content of the work will be agreed with the teaching staff of the subject. This work will represent 25% of the final grade. The deadline for the submission of the group work will be December 1, 2025.

- Finally, 25% of the final grade will be the grade or grades resulting from the presentations, participations and monographic topics of an individual nature proposed by the teaching staff.

The retake will be on January 28, 2026 and will be a test similar to the regular test. To participate in the retake, students must have attended the previous tests.

Single assessment

The single assessment will consist of three elements:

- A written exam of development and argumentation on the content of the subject, which will represent 40% of the final grade. The exam date will be December 17, 2025.

- An individual project on the development of a rehabilitation program, which will represent 30% of the final grade and will be delivered at the beginning of the written test. This work will be defended orally before two experts in the field. The oral defense of the work will be carried out after the written exam following the order established by the teaching staff, as the organization allows.

- An individual work carried out in the classroom on the day of the evaluation, where a re-education or rehabilitation program must be designed, according to the criteria indicated in the test. This test will represent 30% of the final grade.

The recovery will be on January 28, 2026 through tests similar to the ordinary evaluation. For students who request it, the date and time of the review will be agreed with the teaching staff (approximately 3 to 4 days after the individual written exam). To participate in the recovery, students must have taken the previous assessments.

General criteria for continuous and single assessment

Whenever possible, a visit to the Model Prison in Barcelona will be arranged. The date will be determined at least one month in advance and will take place between October and November. The visit will take place on a Wednesday from 8:30 a.m. to 9:30 a.m. Admission will be free, and the only expense will be transportation. In case of not being able to attend, other alternative days will be offered.

The subject is essentially professionalizing and oriented to the active participation of students in both theoretical and practical sessions. For this reason, face-to-face attendance is mandatory in both types of assessment: continuous and single.

To pass the subject, it is necessary to:

- Present all the evidence of evaluation.
- Obtain a minimum grade of 5 in each of the activities.

The final grade will only be calculated if these requirements are met. If they are not met, it will be considered non-assessable.

Students must attend a minimum of 80% of the teaching activities. Otherwise, students will have to take the exam directly. Only absences duly documented due to illness or other unforeseen situations of force majeure will be considered justified.

This subject is not suitable for students who usually need to leave before the end of the session. Classes start on time and neither entry once the session has started nor exit before the end is allowed.

Copying or plagiarism implies the grade of fail in the entire subject. The works go through the URKUND anti-plagiarism detection system.

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

The teaching methodology and the evaluation system may be modified depending on health or programming restrictions.

To pass this subject, the student must show good general communicative competence, both orally and in writing, and a good command of the vehicular language(s) listed in the course guide. In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

This subject does not include a final exam for students who enrol for the second time.

Communication of grades and tutorials

- Grades will be communicated to students within 20 days after the evaluation, always guaranteeing a minimum margin of 48 hours before any retake, if applicable.
- Students may request a review of grades within the assigned tutorial schedule, upon request by email to the teaching staff.
- The tutorials will be dedicated primarily to the resolution of specific doubts, not to the development of class content.

Other considerations

Communication with the teaching staff should only be done via email, not through the virtual campus.

No delivery of work or activities outside the established date and time will be accepted.

Modifications to schedules, if necessary, will be communicated in advance and will be made whenever the organization allows it.

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Software

No specific programs are used.

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	4	Catalan	first semester	morning-mixed