

Degree programme	Type	Course
Social Education	OP	3
Social Education	OP	4

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

There are no mandatory prerequisites.

Students are encouraged to follow current social, legal and educational issues related to juvenile justice, prisons, re-education, social reintegration and socio-educational interventions in contexts involving deprivation of liberty or judicial measures.

Students are also encouraged to progressively read the bibliography included in the teaching guide.

The course will incorporate a human rights, gender equality, social sustainability and Sustainable Development Goals perspective.

Objectives

To know the open and closed institutions within the justice system, especially juvenile justice centres and prisons.

To analyse the basic conceptual, legal and institutional framework regulating justice institutions and the socio-educational actions developed within them.

To understand the concepts of re-education, rehabilitation, social reintegration, responsibility, reparation and restorative justice.

To design brief, contextualised and feasible socio-educational actions or proposals in the field of juvenile and penitentiary justice.

To analyse the functions, competences and professional limits of social educators in justice institutions.

To critically reflect on ethical dilemmas, institutional limits and the possibilities of socio-educational intervention in contexts of deprivation of liberty, judicial control and vulnerability.

Learning outcomes

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

Contents

BLOCK 1. Re-education, rehabilitation, reintegration and restorative justice

- 1.1. Definition and understanding of the concepts of re-education, rehabilitation, social reintegration and resocialisation.
- 1.2. Differences and relationships between related notions.
- 1.3. Basic conceptual and legal framework.
- 1.4. Introduction to theories on the function of punishment.
- 1.5. Prevention, responsibility, reparation and restorative justice.

BLOCK 2. Juvenile justice and socio-educational intervention

- 2.1. Concept and legal framework of juvenile justice.
- 2.2. Guiding principles and socio-educational purpose of judicial measures.
- 2.3. Judicial measures in open settings: types and functions.
- 2.4. Custodial judicial measures: regimes, centres and interventions.
- 2.5. Professional teams, territorial approach and inter-institutional coordination.
- 2.6. Juvenile justice and reintegration: specific programmes and educational action.

BLOCK 3. Prison services, regimes and institutional life

- 3.1. Prisons: types, characteristics and functions.
- 3.2. Introduction to basic prison regulations.
- 3.3. Prison regimes: ordinary, open and closed.
- 3.4. Organisation of prisons, professionals and general functions.
- 3.5. Effects of deprivation of liberty, prison socialisation and prison subculture.

BLOCK 4. Prison treatment and the role of social education

- 4.1. Prison treatment and rehabilitation programmes.
- 4.2. Individual, group and institutional intervention.
- 4.3. Functions and competences of social educators in the prison context.
- 4.4. Design, adaptation and assessment of brief socio-educational actions in justice contexts.
- 4.5. Institutional limits, safety, confidentiality and ethical reflection in socio-educational intervention.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Supervised design, preparation and assessment of a socio-educational intervention.	30	1.2	1, 2, 17, 18
Lectures, case analysis, discussion and applied activities on justice and social education.	45	1.8	1, 2, 17, 18
Reading, study, test preparation, assessment tasks and individual reflection.	75	3	1, 2, 17, 18, 19, 20, 21, 22, 23, 24

Lectures by the teaching staff; analysis of cases and professional situations; participatory work and discussion of readings, materials and current issues related to the course.

The course includes applied activities focused on the design, adaptation and assessment of brief socio-educational actions in juvenile and penitentiary justice contexts.

Whenever organisational and institutional conditions allow, the course may include guest professionals and/or a supervised socio-educational intervention activity in a real justice context.

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
Individual applied test on the course contents.	40%	0	0	1, 2, 3, 6, 7, 8, 9, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24
Individual professional reflection on the socio-educational role in justice institutions.	15%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Design, implementation and assessment of a brief socio-educational intervention in a justice context.	45%	0	0	1, 2, 3, 6, 7, 8, 9, 13, 14, 15

Continuous assessment

Continuous assessment will consist of three pieces of evidence:

- EV1. Individual applied test on the course contents: 40%. Date: 13/01/2027.
- EV2. Design, implementation -when possible- and assessment of a brief socio-educational intervention in a justice context: 45%. The design must be submitted on 16/11/2026, before the activities planned at the Young Offenders Prison.
- EV3. Individual professional reflection: 15%. Final submission date: 11/12/2026.

Single assessment

Single assessment will have the same level of demand as continuous assessment and does not exempt students from compulsory attendance or participation in essential learning activities. It is not a simplified way of passing the course.

It will consist of three individual pieces of evidence:

- EV1. Individual oral applied test on the course contents: 40%.
- EV2. Individual design and oral defence of a brief socio-educational intervention in a justice context: 45%.
- EV3. Individual technical analysis and professional reflection: 15%.

All three single-assessment activities must be completed or submitted on 13/01/2027, according to the timetable and arrangements established by the teaching staff.

General criteria for continuous and single assessment

The course has a professional focus and requires active student participation in theoretical, practical and applied sessions. Attendance is therefore compulsory in both continuous and single assessment.

To pass the course, students must:

- Submit or complete all assessment activities.
- Obtain a minimum grade of 5 in each piece of evidence.
- Attend at least 80% of the sessions.

The final grade will only be calculated when all these requirements are met; otherwise, the student will be considered not assessable. If any piece of evidence receives a grade below 5, the course cannot be passed, even when the weighted average is 5 or above.

Only absences duly documented on grounds of illness, force majeure or other unforeseen circumstances

accepted by the teaching staff will be considered justified. Assessment activities must be completed on the established dates. Late submissions or activities will not be accepted, except in duly justified situations accepted by the teaching staff.

Whenever organisational and institutional conditions allow, the course will include a supervised socio-educational intervention activity at the Young Offenders Prison. If the activity cannot take place for institutional, safety, organisational or force majeure reasons, the teaching staff will establish an equivalent applied activity.

Recovery assessment will take place on 27/01/2027. To access the recovery assessment for a particular activity, students must have previously completed or submitted the corresponding ordinary assessment. Students who do not complete an assessment activity in the ordinary assessment period may not recover it later, except in duly justified cases accepted under current academic regulations.

Recovery assessment cannot be used to improve a grade. The maximum grade awarded for a recovered piece of evidence will be 5.

Generative artificial intelligence technologies may only be used as support tools for initial information searches, language correction and text translation. They may not be used to generate, either wholly or partly, assessment answers, case analyses, intervention proposals, personal reflections or oral presentations.

Students must disclose any use of these tools, identify the technology used and explain its purpose. Students remain fully responsible for the accuracy, quality, authorship and appropriateness of all submitted content.

Unauthorised or undisclosed use of generative AI in an assessment activity will be considered a breach of academic integrity and will result in a grade of 0 for the affected piece of evidence. In cases of repeated or particularly serious misconduct, the measures established in current university regulations will apply. The use of AI tools during written tests, oral presentations and assessed activities is not permitted unless expressly authorised by the teaching staff.

To pass the course, students must demonstrate adequate oral and written communication skills and a good command of the language or languages of instruction. Linguistic accuracy, clarity of expression and formal presentation will be taken into account in all activities.

No synthesis test is available for students taking the course for a second time.

Communication with the teaching staff must be carried out through institutional email. Grades will be communicated within the deadlines established by university regulations.

The dates stated correspond to the planned course schedule and the assessment calendar established by the faculty. Any necessary organisational adjustments will be communicated to students in advance.

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Software

The course does not use specific software.

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	4	Catalan	first semester	morning-mixed