

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

Contact lecturer

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Prerequisites

No requeriments

Group languages

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

Objectives

- Analyze the processes that lead to social inclusion and labor integration for people with support needs and the variables involved.
- Assess curricular proposals to the social and labor inclusion of people with disabilities.
- Design curricular proposals to the social and labor inclusion of people with disabilities.
- Be aware of the role to be assumed towards social inclusion and labor integration of people with disabilities and support needs.

Learning outcomes

1. Analyse the ethical aspects of social education when working with people at risk of exclusion.
2. Design and implement educational measures to prevent discriminatory attitudes and actions.
3. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.
4. Understand the causes and consequences of social exclusion.
5. Understand legislation related to the integration of people with disabilities.
6. Learning to adapt the knowledge related to the educational sciences in order to intervene in the field of social re-education.
7. Critically evaluate the personal prejudices and stereotypes that prevent an intercultural view of the social reality.
8. Design plans and programs for groups at risk of exclusion.
9. Design guidance programs for social inclusion and finding employment.
10. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
11. Using guidance resources and strategies that promote the progressive participation of people.
12. Promoting initiatives and programmes for the socio-professional development of individuals and groups for the purpose of their professional fulfilment and insertion.
13. Acquire values and attitudes of respect for the different social and cultural environments that are unique

to our contemporary societies.

14. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
15. Identify situations in which a change or improvement is needed.
16. Analyse a situation and identify points for improvement.
17. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
18. Explain the explicit or implicit code of practice of one's own area of knowledge.
19. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.

Contents

1. Disability and functional diversity
2. Causes and consequences of social exclusion of disabled people. Barriers to social inclusion for people with disabilities
3. The insertion of disabled people in the world labor and social systems, processes and legislation
4. Bases educational intervention. Plans and programs for employment and social inclusion to people with disabilities
5. The entry into the world of work of disabled people. Approaches to transition from school to work
6. Curricular guidelines and transition programs for people with disabilities

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Task analysis	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Target group	45	1.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
lesson	75	3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

The protagonist in the teaching-learning process is the student, and under this premise is planned methodology of the subject as shown below:

- Exhibitions by the teachers of the contents and basic issues of the contents. It is carried out with the whole group class and allows the exhibition of the main contents through an open and active participation by the students, taking into account the multivariate methodologies.

- Individual and group work strategies and case analysis

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
Practical paper (group)	35%	0	0	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19
Written test	50%	0	0	1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14
Oral presentation (group)	15%	0	0	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17

The evaluation of the subject will be carried out throughout the academic year, through the activities that are shown in the grid below. The class attendance is mandatory; the student must attend a minimum of 80% of classes, otherwise it will be considered unevaluable.

Evaluation Activity	Grades %	Learning Results	Evaluation dates
Practical work (group)	35%	RE1.1.1., RE1.1.2., RE.1.1.3., RE1.1.4., RE2.1.1., RE2.1.2., EP8.1, EP8.2, RE3.2.1., RE3.2.2., RE3.2.3.	Delivery:31-06-2027
Oral presentation (group)	15%	17/24-05-2027	
Written test (exam)	50%	RG3.1., RG3.2., RG3.3., RG3.4., RE2.1.1., RE2.1.2., RE3.3.1, RT4.1., RT8.1. RE3.3.1.,	31-05-2027
Recovery:21-06-2027			

In order to pass the subject, all the assessment activities of the subject will be approved (although the sum of weighted notes of the different assessment activities is greater than 5, the note presented will be 4).

Recovery will only be feasible for those who have not reached sufficiency (5) in the written test (exam) or have not been presented, and will be entitled to a final mark of a maximum of 7 in this activity to recover. Practical work is not recoverable, since it will be reviewed throughout the semester. The oral presentation is not recoverable.

The works must be delivered on the dates set in the program. Work outside the term is not accepted.

In all activities (individual and group) linguistic correction, 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.

To pass this course, students must demonstrate good general communication skills, both oral and written, and a good command of the language(s) of instruction listed in the course guide.

The exam notes will be published within a maximum of 2 weeks from its completion.

Plagiarism is a cause for suspense.

In the implementation of learning activities, the use of Generative Artificial Intelligence is permitted, except in those where its impertinence is specifically stated.

This subject does not provide for the single assessment system.

Given its optional nature, this subject does not accept a Synthesis Test for students who enroll for the second time.

Bibliography

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Rodríguez Izquierdo, R.M. (2022). *Ciudadanía activa y discapacidad intelectual*. Ed. Octaedro

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Software

It is not required

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	3	Catalan/Spanish	second semester	morning-mixed