

**COURSE DATA****DATA SUBJECT**

**Code:** 33457  
**Name:** Social administration and welfare systems  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1306 - Degree in Social Education	Social administration and welfare systems	COMPULSORY

**COORDINATION**

SIXTO COSTOYA ANDREA

**SUMMARY**

The subject Social Administration and Welfare Systems is compulsory and is taught in the second semester of the third year of the Degree in Social Education. In the curriculum of the degree it has a weight of 6 ECTS credits.

The basic lines of the program introduce the student to the history, the foundations, the instruments and the Modalities of State intervention to guarantee what is usually known as social welfare of citizens. With this knowledge, the formation of an enlightened, critical and participatory citizenship is encouraged, which collaborates in the maintenance of a just and democratic society. Everyone's active participation does not only of the State, in the achievement of social welfare and in the reduction of inequalities, is the complement of state theory in the practical aspect of social political action.

This subject offers the theoretical context in which the student must situate the concepts and strategies of intervention that he has received from other subjects of a more descriptive or applied nature. In this theory space the social problems of our time are analyzed and the political participation of students is motivated as a citizenry that embraces the defence of human rights thanks to an ethics of responsibility that includes the duties of active citizenship.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

No prerequisites

## COMPETENCES / LEARNING OUTCOMES

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Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to work in multi- and inter-disciplinary teams.

Have skills for information management.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.

## DESCRIPTION OF CONTENTS

### 1. Bases and components of social policy

With this topic, the student is introduced to the concept and foundations of social policy. It is about defining terms and differentiating meanings with the aim of a greater understanding of social policy as a social phenomenon and as actions aimed at specific objectives. Special work is carried out on the origins and development of the modern state, from assistance to the poor to the welfare state, which is linked to the great currents of thought and social change. The history, characters, facts, foundations, instruments and modalities of state intervention in what is usually known as the social welfare of citizens.

### 2. Welfare models. The Spanish welfare regime

The expansion of welfare states has attracted the interest of social scientists. From different perspectives,



it has ben developed models and approaches from different disciplines. The authors elaborate theoretical constructs that serve to classify and identify the social reality of the different welfare regimes and that serve to make comparisons and studies. The student will know the different typologies and models that have given rise to classifications that group very different countries, but with common characteristics, in the same model. The student begins in the history, facts, actors and the most fundamental elements that have given rise to the historical construction of the State in Spain. Its evolution from the nineteenth century to the present time.

### 3. The social services system in Spain

With this topic, the student begins the process of Spanish modernization, the development of the social policy and social services throughout the twentieth century. The current state of social protection in our country and the development of the social services system, with special knowledge of the legislation in the Valencian Community.

### 4. Future of social protection: Current questioning of welfare states

The intense debate on the reform of social protection of welfare states has aimed to rethink and revise the nature of welfare states or providence states. The questions that have occurred since the eighties have led to a revision of the values and objectives of this historical model of State. Controversies and remarks occur from the very moment it appeared. The so-called crisis of the welfare State is permanent and its questioning has different social, academic or historical perspectives that have a decisive influence. This topic takes a first approach to the debate and questions about the future of this state model.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	35,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	20,00
<b>Total hours</b>	<b>90,00</b>



## TEACHING METHODOLOGY

The teaching/learning methodology of the subject is organized around the following group of activities:

- Participatory master class.
- Debates and participatory discussions in the classroom.
- Exhibition activities: theoretical exhibitions, seminars, presentations of works.
- Practical activities.
- Collaborative work/teamwork of students.
- Individual, group and/or virtual tutoring.

## EVALUATION

Presentiality at classes is an essential requirement to be evaluated, with a minimum attendance of 80% covered. The weight on the final grade of the attendance will be 10%. This aspect of evaluation is not recoverable.

The assessment of knowledge learning will be carried out through:

a) Continuous evaluation of the work of the students in the classroom through the participation of the students both in classes, individual and / or group classroom work, as well as in tutorials or complementary activities.

This section will be evaluated through group or individual tasks, not recoverable, carried out within the face-to-face sessions; The weight on the final grade is 25%. In order to evaluate these tasks, the student must have attended at least 80% of the sessions. If this criterion is not met, they will not be evaluated.

b) The performance of a test type exam

This will be done in the file set in the exam calendar of the degree. The weight on the final grade will be 65%.

The sum of the two parts (continuous assessment and exam) will be taken when at least 50% of the written test and 50% of the practical part have been obtained.

The corresponding evaluation tests must be passed in order to pass the course.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).



The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

- Referència c1: Adelantado, José (coord.) (2000). Cambios en el Estado del Bienestar. Icaria Editorial. Barcelona.
- Referència c2: Judt, T. i Snyder, T. (2012). Pensar el Siglo XX. Taurus. Madrid
- Referència c3: Stiglitz, J.E. (2014). El precio de la desigualdad. Santillana Ediciones. Madrid
- Referència c4: Valcárcel, Amelia (2011). Ética para un mundo global. Ediciones Planeta, Madrid
  
- Referència b1: García Cotarelo, Ramón (1987). Origen y desarrollo del Estado de Bienestar. Rev. Sistema, Madrid
- Referència b2: García Pelayo, Manuel (1985). Las transformaciones del Estado contemporáneo. Alianza Editorial, Madrid
- Referència b3: Montagut, Teresa. (2000). Política Social. Una introducción. Ariel. Barcelona
- Referència b4: Ochando, Carlos (1999). El Estado del bienestar. Objetivos, modelos y teorías explicativas. Ariel, Barcelona
- Referència b5: Moreno, Luís (2012). La Europa asocial. Crisis y estado del bienestar. Ediciones Península. Barcelona Zaragoza
- Referència b6: Aguilar, M. (2009). Servicios Sociales: las tribulaciones de un sector emergente en: Moreno, L. (ed.) Reformas de las políticas del bienestar en España. Siglo XXI. Madrid
- Referència b7: Caravantes López de Lerma, Glòria; Sixto-Costoya, Andrea. (2024). Administración Social y Sistemas de Bienestar. Universitat de València. <https://hdl.handle.net/10550/93221>