

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

Code: 44527
Name: Social and labour integration
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	Quality of life	ELECTIVES

COORDINATION

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SUMMARY

Specific job orientation for groups with special difficulties in entering the labor market, including people with disabilities (intellectual, physical, sensory, and mental disorders), is a key aspect for labor insertion and integration. In this regard, professionals in this field must know, on one hand, the active employment policies and resources of the public administration, and on the other hand, the different methodologies and tools that facilitate the competency development of people with disabilities for their full socio-labor integration.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

OTHER REQUIREMENTS**COMPETENCES / LEARNING OUTCOMES**



2215 - Master's Degree in Special Education

Conocer la normativa internacional, estatal y autonómica vigente en materia de atención a las necesidades específicas de apoyo educativo y en el contexto social, y ser capaz de aplicar dicha normativa en diferentes supuestos

Conocer y analizar los programas que oferta la administración educativa

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS

1. The current international, state, and regional regulations in the social and/or labor context.

Students will learn to identify and apply relevant laws and policies in various social and labor contexts. Key aspects will be addressed to ensure equal opportunities and the effective inclusion of people with disabilities in the labor market. Additionally, practical cases will be analyzed to understand the application of this legislation in real situations.

2. Programs offered by the educational administration

The different initiatives and resources available at the state and regional levels aimed at the socio-labor integration of this group are explored. The objectives, methodologies, and expected outcomes of these programs, as well as their implementation in educational and labor contexts, will be analyzed. Additionally, success cases and common challenges in the application of these programs will be evaluated.

3. Ethical Principles of Professional Practice in the Socio-Occupational Field

This content addresses the fundamental ethical principles that guide professional conduct in the field of working with people with disabilities. Students will learn to apply these principles to ensure respect, dignity, and rights for these individuals in the workplace. Topics such as confidentiality, equity, justice, and professional responsibility will be discussed. Additionally, common ethical dilemmas will be analyzed, and tools for making ethical decisions in real work situations will be provided



4. Foundations, principles, and functions of family and socio-labor guidance integrated within the framework of inclusive education.

The foundations, principles, and functions of family and socio-labor guidance within the framework of inclusive education are addressed. Students will learn to integrate these elements to promote the inclusion and active participation of people with disabilities in both social and labor settings. Strategies for collaboration with families and other professionals will be discussed to develop effective socio-labor guidance programs that facilitate job placement and retention. Additionally, practical cases and real examples will be analyzed to illustrate the application of these principles, ensuring a deep and practical understanding of the concepts discussed.

5. Socio-labor integration measures, employability services and resources, and training and employment guidance programs.

Strategies and resources for the socio-labor integration of people with disabilities are addressed. Legislative measures and public policies, employability services such as placement agencies and labor intermediation programs, and specialized training centers are explored. Training and guidance programs to develop necessary employment skills are also highlighted. Through practical cases, the application of these measures will be illustrated, providing an integral and applied understanding of key tools for effective labor integration.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	21,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	10,00
Preparation of lessons	0,00
Preparation for assessment activities	14,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

In the teaching-learning process to be followed in this subject, special emphasis is placed on the student's acquisition of competencies. This approach integrates teaching modalities and methods in direct relation to the learning process of such competencies. Consequently, the teaching-learning methodology is based on a close connection between theory and practice, and on the combination of various methodological strategies throughout the module, including:

Participatory Lecture: used to develop the fundamental conceptual and theoretical content of the subject. This involves bidirectional participation strategies, alternating content delivery with techniques that foster the exchange of information and discussion between the lecturer and the students. The effective use of questioning will be a constant technique, aiming to activate students' cognitive processes.

Group or Peer Learning for Task Resolution: including activities such as case analysis, practical exercises, and presentations. These activities promote collaborative or peer-based work.

Autonomous Learning: focused on the individual completion of tasks such as reading academic articles, developing individual reflections and arguments, etc., with the aim of encouraging students' self-directed learning. It also includes personal study tasks such as exam preparation, library research, complementary readings, and attendance at events related to the content or competencies of the subject.

Individual Tutoring Sessions (face-to-face and/or online): providing personalized academic support. This strategy enables instructors to further develop their role as facilitators and guides in the student learning process. Tutoring may focus on particular aspects of the course that require further clarification, assistance (e.g., in decision-making), or in-depth understanding. These sessions will be offered either as part of planned activities (announced in class) or upon student request.

EVALUATION

A formative continuous assessment will be implemented throughout the course, which includes monitoring and evaluating the tasks and activities carried out in class. Assessment will be based on a portfolio that includes all work completed individually and in small groups.

In order to pass the course, it is compulsory to submit all required assignments. The final assessment will take into account both a group project and an individual essay, each contributing 50% to the final grade.



Let me know if you'd like it adapted for a syllabus or formatted as part of an official document.

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

- Bronfenbrenner, U. (1987). La ecología del desarrollo humano: experimentos en entornos naturales y diseñados. Barcelona: Paidós.
- Colectivo Ioé (2003). La inserción laboral de las personas con discapacidad.
- Colección Estudios Sociales, 14. Barcelona: Ed. Fundación La Caixa. http://obrasocial.lacaixa.es/StaticFiles/StaticFiles/4d3d0e903e8cf010VgnVC M200000128cf10aRCRD/es/es14_esp.pdf
- Iribar, M. F. y Larrinaga, M. A. (2014). Casos de gestión avanzada. Foro Conocimiento Empresa-Universidad. Universidad de Deusto. Bizkaia: Innobasque.
- Lantegi Batuak (2014). Método de Perfiles Lantegi Batuak de adecuación de la tarea a la persona. 4ª Edición Revisada. Bilbao: Lantegi Batuak.
- López-Aranguren, G. (coord.) (1999) ¿Cómo desarrollar la empleabilidad? Madrid: Cáritas española-CIREM.
- Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional.
- Ley 44/2007, de 13 de diciembre, para la regulación del régimen de las empresas de inserción.
- Orden Ministerial de 16 de octubre de 1998 (BOE de 21 de noviembre), por la que se establecen las bases reguladoras para la concesión de las ayudas y subvenciones públicas destinadas al fomento de la integración laboral de los minusválidos en centros especiales de empleo y trabajo autónomo.



- Pérez de Lara, N. (1998). La capacidad de ser sujeto: más allá de las técnicas en educación especial. Barcelona: Laertes.
- Real Decreto 870/2007, de 2 de julio, por el que se regula el programa de empleo con apoyo como medida de fomento de empleo de personas con discapacidad en el mercado ordinario de trabajo.
- Real Decreto 2273/1985, de 4 de diciembre (BOE de 9 de diciembre), por el que se aprueba el Reglamento de Centros Especiales de Empleo definidos en el artículo 42 de la Ley 13/1982, de 7 de abril de Integración Social del Minusválido.