

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

Code: 46952
Name: Socio-Labour Integration
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Calidad de Vida	ELECTIVES

COORDINATION

CARMONA RODRIGUEZ CARMEN

SUMMARY

Career guidance aimed at groups facing significant barriers to labour market integration, including people with intellectual, physical, sensory disabilities or mental health conditions, constitutes a strategic area of psychopedagogical intervention to promote social inclusion, active participation, and access to quality employment. In this regard, students are expected to acquire knowledge of active labour market policies, the relevant legal framework, and the resources and services provided by public administrations, as well as the methodologies, strategies, and tools that foster competence development, personal autonomy, employability, and the full social and labour market inclusion of people with disabilities.

Within this framework, the course contributes to the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), by promoting lifelong learning and the development of competences for inclusion; SDG 8 (Decent Work and Economic Growth), by fostering access to decent, inclusive employment and equal opportunities; SDG 10 (Reduced Inequalities), through the design of guidance and intervention strategies aimed at removing barriers and promoting the full participation of people with disabilities in society and the labour market; and SDG 17 (Partnerships for the Goals), by encouraging coordination among educational, social, health, and employment services, businesses, and third-sector organisations to develop personalised pathways for social and labour market inclusion based on the principles of rights, equity, and inclusion.



The course will also promote knowledge of the legal framework and the fundamental principles established in Organic Law 10/2022 of 6 September on the Comprehensive Guarantee of Sexual Freedom. It will address content related to equality and a gender perspective, while paying particular attention to strategies for the prevention, awareness, and identification of situations of sexual violence within educational settings. Furthermore, the course will incorporate teaching practices aimed at the prevention and early detection of sexual violence, in coordination with the institutional resources and protocols established by the Universitat de València.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

There are not specific requirements

COMPETENCES / LEARNING OUTCOMES

2276 - Master's Degree in Special Education

Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Be able to apply current regulations regarding attention to specific educational support needs and in the social context in different situations.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Be aware of social and labour integration measures, employment services and resources and training and guidance programmes for employment.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Design, implement and evaluate programmes for transitioning to adult life and programmes for implementing autonomous and independent living for people with different disabilities to improve their quality of life.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know how to collaborate in academic and social environments with families, professionals and institutions.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the



situation and the audience.

Know the current international, national and regional regulations regarding attention to specific educational support needs and in the social and/or employment context.

Know the fundamentals, principles and functions of family and socio-occupational guidance integrated within the framework of inclusive education.

Know the programmes offered by the educational administration.

DESCRIPTION OF CONTENTS

1. The current international, national, and regional legal framework governing social and/or labour contexts.
2. The programmes provided by the educational authorities.
3. The ethical principles underpinning professional practice in socio-occupational settings.
4. The foundations, principles, and functions of family guidance and socio-occupational guidance within the framework of inclusive education.
5. Measures for social and labour market integration, employability services and resources, and education, training, and career guidance programmes for employment.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	20,00
Independent study and work	14,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	10,00
Total hours	54,00

TEACHING METHODOLOGY

Presentation, discussion, and coordination.
Group work and cooperative learning.



Academic tutoring.
Problem-based learning.
Self-directed learning.
Interactive lecture.

EVALUATION

Classroom activities: 10%
Individual and/or group practical activities: 20%
Coursework and/or oral presentation of individual or group assignments: 20%
Written report or portfolio: 50%

Fraudulent conduct in assessment activities and plagiarism in assessed coursework will be dealt with in accordance with the Universitat de València Regulations on Assessment and Grading (ACGUV 108/2017) and the Protocol for Action against Fraudulent Academic Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that has not been previously and explicitly authorised by the teaching staff for the preparation of assessment materials will result in such materials not being considered the student's own work and will be dealt with in accordance with the applicable regulations and the Universitat de València Code of Coexistence and Good Practices (ACGUV 300/2023, Official Gazette of the Valencian Government (DOGV), No. 9747, 18 December 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. Fundación La Caixa.

Domínguez, R., & Verde, S. (2023). Programas de atención integral diaria y habilidades adaptativas, en adultos jóvenes con necesidades especiales y su impacto en el proceso de inserción sociolaboral. Revista EDUCARE - UPELIPB - Segunda Nueva Etapa 2.0, 27(1), 129–153. <https://revistas.investigacionupelipb.com/index.php/educare/article/view/1898> Lantegi Batuak (2014). Método de Perfiles Lantegi Batuak de adecuación de la tarea a la persona. 4ª Edición Revisada. Bilbao: Lantegi Batuak

Ortega Camarero, M. T. (2023). Nuevas oportunidades para la carrera profesional de las personas con discapacidad: El impacto de la metodología de itinerarios en su acceso al empleo. El modelo de Castilla y León. Siglo Cero, 54(1), 135– 155. <https://doi.org/10.14201/scero202354127560>

Complimentary references

- Coñoman, G. I., Ávila, V., & Carmona, C. (2024). Initiatives to support the school-to-work



transition of people with intellectual disabilities: a systematic review. *Journal of Intellectual & Developmental Disability*, 49(4), 488-500.

Coñoman Garay, G. I. ., Carmona Rodríguez, C. ., & Ávila Clemente, V. . (2024). Eficacia de un programa de formación laboral para jóvenes con diversidad funcional intelectual. El autoconocimiento como factor clave: El autoconocimiento como factor clave. *REOP - Revista Española de Orientación y Psicopedagogía*, 35(2), 81–99.

<https://doi.org/10.5944/reop.vol.35.num.2.2024.41951>

Salinas Tomás, Manuel Francisco (2023) El modelo de acompañamiento en las empresas de inserción y su incidencia en la empleabilidad de personas en situación y/o riesgo de exclusión social. *REVESCO. Revista de Estudios Cooperativos*, 143 . e85559.