

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

**Code:** 46952  
**Name:** Socio-Labour Integration  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

**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**

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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**

There are not specific requirements

**COMPETENCES / LEARNING OUTCOMES**



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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, 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	30,00
<b>Total hours</b>	<b>30,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	29,00
Independent study and work	15,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>

## TEACHING METHODOLOGY

The course is designed to be highly practical, focusing on specific cases and situations related to training, guidance, intermediation, socio-labor integration, and job accompaniment for people with disabilities or mental illness. The development of the course is structured around:

- a) Readings that students must complete.
- b) Explanations by the instructor. Both serve to address the most important concepts, approaches, regulations, and methodologies regarding incorporation into the labor market through training and educational accompaniment.
- c) Group work with practical cases that will be developed throughout the in-person sessions: based on the presentation of a case, an employability diagnosis will be carried out and alternatives for training, guidance, profile analysis, and job incorporation will be sought.



d) A brief, individual essay evaluating the practical work of the entire class.

## EVALUATION

A continuous formative assessment is planned throughout the course, which includes monitoring and evaluating the work and activities done in class. The assessment will be based on a portfolio that includes all the work completed individually and in small groups. To pass the course, it is necessary to submit all the assignments defined as mandatory. The evaluation will consider the completion of a group project as well as an individual essay, with each activity accounting for 50%.

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. 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), 129153. Recuperado a partir de <https://revistas.investigacionupelipb.com/index.php/educare/article/view/1898> Ley 6/2022, de 31 de marzo, de modificación del Texto Refundido de la Ley General de derechos de las personas con discapacidad y de su inclusión social, aprobado por el Real Decreto Legislativo 1/2013, de 29 de noviembre, para establecer y regular la accesibilidad cognitiva y sus condiciones de exigencia y aplicación. 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>
- Colectivo Ióe (2003). *La inserción laboral de las personas con discapacidad*. Colección Estudios Sociales, 14. Barcelona: Ed. Fundación La Caixa. Iribar Bilbao, M. F. y Larrinaga Ojanguren, M. A. (2014). *Casos de gestión avanzada*. Foro Conocimiento Empresa-Universidad. Universidad de Deusto. Bizkaia: Innobasque Ley 6/2022, de 31 de marzo, de modificación del Texto Refundido de la Ley General de derechos de las personas con discapacidad y de su inclusión social, aprobado por el Real Decreto Legislativo 1/2013, de 29 de noviembre, para establecer y regular la accesibilidad cognitiva y sus condiciones de exigencia y aplicación. Pérez de Lara Ferré, N. (1994). El curriculum oculto de la integración. *Cuadernos de pedagogía*, 229, 80-85. 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.  
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