



**Teaching Guide**  
**Social policy and welfare systems**

PI-02-F-16 Ed.00

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# **SOCIAL POLICY AND WELFARE SYSTEMS**

## **Degree in Social Education**

**Faculty of Teaching and Education  
Sciences**

**Catholic University of Valencia "San Vicente Mártir".**

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**Year 2023-2024**

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## SUBJECT TEACHING GUIDE

		ECTS
<b>SUBJECT:</b> Social Policy and Welfare Systems		6
<b>Subject:</b> Education		24
<b>Module:</b> Conceptual and contextual foundations of education		36
<b>Type of training1:</b> Basic	<b>COURSE:</b> First <b>Semester:</b> Second	
<b>Faculty:</b> Dr. Cristina Martínez Ortega	<b>Department:</b> Faculty of Teacher Training and Education Sciences	
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## ORGANISATION OF THE SUBJECT

Conceptual and contextual foundations of education				NO. ECTS
<b>Duration and location within the curriculum:</b> the subject Social Policy and Welfare Systems is taught in the second semester of the first year of Social Education.				
<b>Subjects and Subjects</b>				
Subject	ECTS	SUBJECT	ECTS	Course/ Semester
	24	Social Policy and Welfare Systems	6	1/2
		Didactics and Educational Innovation	6	2/2
		Educational Foundations and School Education	6	1/1
		Techniques and Instruments for Teaching and Learning Processes	6	1/2

1 Basic training (common subject), Compulsory subjects, Optional subjects, External practicals, Final Degree Project.

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**Teaching Guide**  
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## COURSE STUDY GUIDE: Social Policy and Welfare Systems

**Prerequisites:** No prerequisites.

### GENERAL OBJECTIVES

- Analyse the origin, development and evolution of the Welfare State. Its explanatory theories, models and challenges.
- To analyse the main guidelines and criteria of European Social Policy, its normative and institutional instruments.
- Analyse Spanish, Valencian and local social policy related to social services.
- Understand the institutional and regulatory context (Social Policy) that enables and constrains the work of the social educator.
- To analyse the applied use of Social Policy in the framework of social education.
- To awaken students' interest in and sensitivity to the causes that justify current social policy.

LEARNING OUTCOMES <sup>2</sup>	COMPETENCIES
R-1 Analyse the origin, development and evolution of the welfare state, its explanatory theories, models and challenges.	G1, G2, G3, G5, G6, G7 E2, E5, E11
R-2 To understand social policy and its relationship with social security systems. social welfare in the different scenarios in which it develops (Europe, Spain, Valencia).	G1, G2, G3, G5, G6, G7, G13 E2, E5, E11
R-3 To understand the main criteria and guidelines of the policy Spanish and valencian social, related to social services.	G1, G2, G3, G5, G6, G7, G8, G13, E2, E5, E11
R-4 Show interest in and sensitivity to the causes that justify social policy through participation in social policy days. social education.	G7, G8, G11, E2, E5, E11

<sup>2</sup> List the learning outcomes correlatively following the proposed nomenclature.

**Important note:** The competences are expressed in a generic sense, so it is necessary to include the learning outcomes in the teaching guide. These outcomes constitute a specification of one or several competences, making explicit the degree of mastery or performance that the student must acquire and contain in their formulation the criterion with which they are to be assessed. The learning outcomes are evidence of what the student will be able to demonstrate at the end of the subject/subject and also reflect the degree of acquisition of the competence or set of competences.





FACE-TO-FACE TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship to the Learning Outcomes of the subject	ECTS <sup>3</sup>
PARTICIPATORY MASTERCLASS	Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.	R1, R2, R3, R4	1
PRACTICE AND TEXT COMMENTARY	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, online, Internet, etc. Meaningful construction of knowledge through student interaction and activity.	R1, R2, R3, R4	1
EVALUATION	A set of oral and/or written tests used in the initial, formative or summative assessment of the learner.	R1, R2, R3, R4	0,4



## COMPETENCIES

### GÉNERICAS

#### Instrumentals

1. Capacity for analysis and synthesis.
2. Organisation and planning.
3. Oral and written communication in mother tongue(s).
5. Use of ICT in the field of study and professional context.
6. Information management.
7. Problem solving and decision making.

#### Interpersonal

8. Critical and self-critical skills.
11. Interpersonal skills.

#### Systemic

13. Autonomy in learning.
15. Adaptation to new situations

### SPECIFIC

2. Know and analyze social welfare policies, social and economic changes and legislation that support socio-educational intervention processes.
5. Analyse and diagnose the different complex modalities underpinning the development of the appropriate socio-educational processes.
11. Know and use the tools, instruments and resources necessary to incorporate them into the socio-educational intervention of the different fields of action.





TRAINING ACTIVITIES FOR AUTONOMOUS STUDENT WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship to the Learning Outcomes of the subject	ECTS
GROUP WORK	Group preparation of reading essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorial Work done on the university platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ).	R1, R2, R3, R4	1.2
SELF-EMPLOYMENT	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials.  Work done on the university platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R1, R2, R3, R4	2.4
Total			(3,6*)
The course and/or subject is organised in FORMATIVE ACTIVITIES OF PRESENT WORK and in STUDENT SELF-EMPLOYMENT TRAINING ACTIVITIES, with an estimated percentage in ECTS. A suitable distribution is as follows: 35-40% for classroom-based training activities and 65-60% for self-study activities. (For a subject of 6 ECTS: 2.4 and 3.6 respectively).			
The teaching-learning methodology is described in this guide in a generic way, specifying the didactic units into which the subject is organised.			



SYSTEM FOR ASSESSING THE ACQUISITION OF COMPETENCES AND GRADING SYSTEM		
Evaluation instrument <sup>2</sup>	ASSESSED LEARNING OUTCOMES	Percentage awarded
Assessment of classroom work and practices	R1, R2, R3, R4	40%
Final written test	R1, R2, R3, R4	60%
<p><b>Observations:</b></p> <p>The final written exam will be objective, but it will include a developmental question in which students will be asked to relate some of the concepts worked on in the course. It will be necessary to obtain at least a grade of 5 in the final written exam in order for the final grade to take into account the work and classroom practices carried out.</p> <p><b>In order to pass the course, it is necessary to demonstrate an advanced level of linguistic proficiency in all oral and written productions. Therefore, each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.</b></p> <p>During the class sessions, students will work on incorporating some of the attitudes that a future social educator should have, such as: respecting their classmates, being empathetic and adapting to new social situations, knowing how to listen and accept opinions that are different from their own, and the acquisition of constructive criticism and self-criticism will be encouraged.</p>		

DESCRIPTION OF CONTENTS	COMPETENCIES
1. Social policy and the development of social rights	G1,G2,G3,G5,G6,G7,G11, G13,G15,E2, E5
2. Social welfare and social structure, welfare state and/or welfare state and the planning of social services and their legislation.	G1,G2,G3,G5,G6,G7,G11, G13,G15 E2,E5, E11
3. The concept of the European Social Model: taxonomy of the European	G1,G2,G3,G5,G6,G7,G11, G13,G15

Social Models current social models in the European Union	E2,E5,E11
4. The Welfare State in Spain: transformation and impact of social policies	G1,G2,G3,G5,G6,G7,G11, G13,G15 E2,E5,E11

<sup>2</sup> Assessment techniques and instruments: oral examination-exposition, written tests (objective tests, developmental tests, concept maps, etc.), directed work, projects, case studies, observation notebooks, portfolios, etc.



## Teaching Guide

## Social policy and welfare systems



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TEMPORARY ORGANISATION OF LEARNING (First-time students):		
	CONTENT BLOCK/ DIDACTIC UNIT	NO. OF SESSIONS
1	PRESENTATION	1
2	THEORETICAL AND PRACTICAL CONTENT: 1. Social policy and the development of social rights 2. Social welfare and social structure, welfare state and/or welfare state and the planning of social services and their legislation. 3. The concept of the European Social Model: taxonomy of the social models in force in the European Union. 4. The Welfare State in Spain: transformation and impact of social policies	23
3	RECAPITULATION	1





## BIBLIOGRAPHY

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## Addendum to the Teaching Guide of the

**Social Policy and Welfare Systems**

**Year 2023/2024**

### **Degree in Social Education**

Given the exceptional situation caused by the health crisis caused by COVID-19 and taking into account the security measures relating to the development of educational activity in the university teaching environment in force, we are presenting the appropriate modifications to the teaching guide to ensure that students achieve the learning outcomes of the subject:

**Situation 2: Teaching with limited capacity** (when the number of students enrolled is greater than the permitted capacity of the classroom, according to the established security measures).

In this case, the following modifications are provided for:

#### **1.** Training activities involving face-to-face work:

**All the activities planned to be carried out in a classroom in this section of the teaching guide** will be carried out through simultaneous face-to-face classroom teaching and synchronous virtual teaching. Students will be able to attend classes in person or through the telematic tools provided by the university (videoconference). In any case, students who receive face-to-face teaching and those who receive it by videoconference must rotate periodically.

In the specific case of this subject, these videoconferences will be held through:

☐ Microsoft Teams ☐ Blackboard ☒ Collaborate Ultra ☐ Kaltura

☒ X

### **Situation 3: Confinement due to a new state of alarm.**

In this case, the following modifications are provided for:

#### **1. Training activities involving face-to-face work:**

**All the activities planned to be carried out in a classroom in this section of the teaching guide**, as well as the personalised and group tutorials, will be carried out using the telematic tools provided by the university (videoconferencing). In the specific case of this subject, through:

- |                                     |                              |                          |
|-------------------------------------|------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | Microsoft Teams              | <input type="checkbox"/> |
| <input type="checkbox"/>            | Blackboard Collaborate Ultra | Kaltura                  |

#### *Clarifications on the practical sessions:*

The practical sessions will be carried out as foreseen in the course, using the applications that Teams has for group meetings for this purpose.

#### **2. System for assessing the acquisition of competences and grading system**

##### **PRESENTIAL MODALITY**

#### **In terms of evaluation instruments:**

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | No changes will be made to the assessment instruments. In the event of not being able to take the assessment tests in person, they will be taken online through the UCVnet campus. |
| <input type="checkbox"/>            | The following modifications will be made in order to adapt the evaluation of the subject to the non face-to-face teaching  |



According to the teaching guide		Adaptation
Instrument of evaluation	% granted	Description of changesPlatform to be proposedwill use

The rest of the assessment instruments will not be modified with respect to what appears in the teaching guide.

### Comments on the evaluation system:

## DISTANCE MODE

### In terms of evaluation instruments:

☐ No changes will be made to the assessment instruments. In the event of not being able to take the assessment tests in person, they will be taken online through the UCVnet campus.

☐ The following modifications will be made in order to adapt the evaluation of the course

According to the teaching guide		Adaptation
Instrument of evaluation	% granted	Description of changesPlatform to be proposedwill use



The rest of the assessment instruments will not be modified with respect to what appears in the teaching guide.

### **Comments on the evaluation system**