



Teaching
Guide Elaboration of socio-educational programmes and projects
Degree in Social Education

PI-02-F-16 Ed.00

TEACHING GUIDE
DEVELOPMENT OF SOCIO-
EDUCATIONAL PROGRAMMES
AND PROJECTS

DEGREE IN SOCIAL EDUCATION

Year 2023/24



TEACHING GUIDE FOR THE SUBJECT

		ECTS
COURSE: Elaboration of socio-educational programmes and projects.		6
Subject: Planning and design of socio-educational intervention programmes.		12
Module: Design, Management and Evaluation of socio-educational intervention programmes.		18
Type of training¹: Compulsory	COURSE: 3RD Semester: 1st	
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ORGANISATION OF THE MODULE

DESIGN, MANAGEMENT AND EVALUATION OF SOCIO-EDUCATIONAL INTERVENTION PROGRAMMES	Nº ECTS 18
<p>Duration and temporal location within the syllabus: This module is taught in the 3rd year of the Bachelor's Degree in Social Education. The subjects that comprise it are: Planning and Design of socio-educational intervention programmes with 18 ECTS. The subjects that form part of it are "<i>organisation and management of socio-educational associations and facilities</i>" and "<i>development of socio-educational programmes and projects</i>" with 6 ECTS each and are taught in the 3rd year in the 1st semester. The other subject that forms part of this module is: Management and evaluation of socio-educational programmes. The subject that makes up this subject is "<i>Design and evaluation of socio-educational action programmes and projects</i>", with 6 ECTS and which is taught in the 3rd year in the 2nd semester.</p>	

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



Subjects and Subjects				
Subject	ECTS	SUBJECT	ECTS	Course/ semester
Planning and design of socio-educational intervention programmes	12	Organisation and management of socio-educational associations and facilities	6	3/1
		Development of socio-educational programmes and projects	6	3/1
Programme management and evaluation socio-educational	6	Design and evaluation of socio-educational action programmes and projects.	6	3/2
TEACHING GUIDE: DEVELOPMENT OF SOCIO-EDUCATIONAL PROGRAMMES AND PROJECTS				
Prerequisites: None				
GENERAL OBJECTIVES				
<ul style="list-style-type: none"> a. Carry out a social diagnosis of needs in a specific context, as a basis for the design of a socio-educational project. b. Know, plan and design all phases of a socio-educational project in a given context. c. Know and make appropriate use of the tools, instruments and resources necessary to incorporate them into the design of the socio-educational intervention project in the different areas of action. d. Be able to design socio-educational intervention projects that promote social participation and community development. e. Design and defend their socio-educational intervention project, formulated according to the rules of elaboration followed in the course. 				



TRANSVERSAL COMPETENCES ²	Competence weighting			
	1	2	3	4
Instrumentals				
1. Capacity for analysis and synthesis			x	
2. Organisation and planning				x
3. Oral and written communication in mother tongue(s)			x	
4. Communication in a foreign language	x			
5. Use of ICTs in the field of study and professional context			x	
6. Information management				x
7. Problem solving and decision making				x
Interpersonal	1	2	3	4
8. Critical and self-critical skills			x	
9. Ability to integrate and communicate with experts from other areas. and in different contexts				x
10. Recognition of and respect for diversity and multiculturalism.			x	
11. Interpersonal skills			x	
12. Ethical commitment		x		
Systemic	1	2	3	4
13. Autonomy in learning				x
14. Adaptation to new situations			x	
15. Creativity				x

² List all competences sequentially. Each of them should be weighted from 1 to 4 using as a criterion the degree of contribution of the subject/subject to the acquisition and development of the competence.



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16. Leadership			x	
17. Initiative and entrepreneurship				x
18. Openness to lifelong learning	x			
19. Commitment to professional identity, development and professional ethics.		x		
Process management with quality indicators			x	

SPECIFIC COMPETENCES ³				
	1	2	3	4
1. Understand and identify the historical, socio-cultural, political and legislative processes involved in the consolidation of the profession and of socio-educational intervention.	x			
2. Know and analyse the social welfare policies, social and economic changes and legislation that underpin the processes of socio-educational intervention.	x			
3. Identify the different evolutionary stages and degrees of development of the target population.	x			
4.- To know and diagnose the fundamental needs and interests, as a basis for the planning of the socio-educational intervention.				x
5. Analyse and diagnose the different complex realities that underpin the development of appropriate socio-educational processes.				x
6. Know the pedagogical, psychological and sociological assumptions that underlie the processes of socio-educational intervention.				x
7. Plan, design, manage and evaluate socio-educational programmes and projects in the different fields of action.				x
8. Manage, coordinate and supervise entities and equipment, according to different contexts and needs.		x		

³ Continue in sequence with the previous numbering. Specific competences are weighted from 1 to 4 following the same criteria as for transversal competences.



9. Know and use the tools, instruments and resources necessary to incorporate them in the socio-educational intervention in the different areas of action.			x	
10. Manage structures and processes of community participation and action.		x		
11. To know in order to favour social, cultural and educational mediation processes.	x			
12. Know the different methodologies and techniques of socio-educational research.				x
13. Design and develop processes of social participation and community development.			x	
14. To develop programmes and projects in the field of specialised education (addictive behaviour, penitentiary, groups at risk of exclusion, special educational needs, etc.).)				x
15. Know and use specific techniques of socio-educational and community intervention (group dynamics, motivation, negotiation, assertiveness, etc.).	x			
16. Commitment to the quality of performance and respect for the ethical principles of the social educator.		x		
17. Prepare and interpret technical, research and evaluation reports on socio-educational actions, processes and outcomes.				x
18. Design, organise and manage cultural, environmental, leisure and free time projects and services.		x		
19. Know, use and evaluate new technologies for educational purposes.	x			
20. Show an empathetic, respectful, supportive and trusting attitude towards the subjects and institutions of social education.	x			
21. Develop attitudes and linguistic proficiency that enable and favour work in multicultural and multilingual environments.	x			
22. Design and carry out prospective and evaluative studies to initiate research on the social and institutional environment in which the intervention takes place.	x			



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LEARNING OUTCOMES ⁴	COMPETENCIES
R1. Students identify, in order to carry out a social diagnosis of needs in a specific context, the basis for the design of a socio-educational project.	E5, E20 E22
R2. Students know, plan and design in groups all the phases of a socio-educational project in a given context.	E7, E9, E12, E13
R3 Students know and use the tools, instruments and resources necessary to incorporate them in the design of the socio-educational intervention project in the different fields of action.	G5, E9, E10, E12
R4 Students are able to design socio-educational intervention projects that promote social participation and community development.	E10, E13, E18, E20
R5 Students design and defend their socio-educational intervention project, formulated according to the rules of elaboration followed in the course.	G3, G5, G7, E8, E9, E10, E12, E13, E14, E18, E20

⁴List 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 show what the student will be able to demonstrate at the end of the course or 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 Learning Outcomes of the subject	ECTS ⁵
MASTER CLASS-PARTICIPATORY	Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.	R1, R2, R3	1
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through learner interaction and activity.	R1, R2,R3,R4,R5	1
EXHIBITION GROUP WORK	Application of interdisciplinary knowledge	R5	0.5
EVALUATION	A set of oral and/or written tests used in the initial, formative or summative assessment of the learner.	R1, R2, R3, R4, R5,	0.2
Total			(2,7*)

⁵ The course and/or subject is organised in **PRESENTATIONAL WORK TRAINING ACTIVITIES** and **IN STUDENT AUTONOMOUS WORK TRAINING ACTIVITIES**, with an estimated percentage in ECTS. A **suitable distribution** is as follows: **35-40%** for the Classroom Training Activities and **65-60%** for the Autonomous Work 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.



TRAINING ACTIVITIES FOR AUTONOMOUS STUDENT WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship to Learning Outcomes of the subject	ECTS
GROUP WORK	Group 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 (www.plataforma.ucv.es)	R1, R3, R5	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 carried out in the university platform (www.plataforma.ucv.es)	R1, R2, R3,R5	1.3
Total			(3,3*)
SYSTEM FOR ASSESSING THE ACQUISITION OF COMPETENCES AND GRADING SYSTEM			
Evaluation instrument⁶	ASSESSED LEARNING OUTCOMES		Percentage awarded
Practical group activity: -Development of a socio-educational intervention project (30%) Defence of the project and explanation of the project (20%)	R3, R4, R5		50%

⁶ 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.



- Written test	R1, R2, R3	40%
- Assistance	R1, R2, R3, R4, R5	10%
<p>In order to pass, a total score of more than five must be obtained, with at least 50% of all parts having been passed.</p> <p>Criteria for the awarding of Honours Grades: On obtaining a 9 and provided that the result is the consequence of excellent academic achievement combined with effort and interest in the subject.</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*
<p>THEME 1. Analysis of social intervention needs</p> <p>1.1 The satisfaction of needs as the origin of social intervention 1.2 Concept and identification of human needs 1.3 Modes of need satisfaction: self-provision and elementary aid, the market, voluntary action, public intervention</p>	E4, E5, E6
<p>THEME 2. Planning</p> <p>2.1 Conceptual issues. Planning dimensions 2.2 Phases of planning 2.3 Applied planning techniques</p>	E4, E5, E6



<p>THEME 3 Designing socio-educational programmes and projects</p> <p>3.1 Reality analysis. Phase of the research process: theoretical preparation</p> <p>3.2 Instruments. Social research techniques</p> <p>3.3 Basic frame of reference. Purpose of the project. Feasibility</p> <p>3.4 Structural elements in the elaboration of a socio-educational project</p>	<p>G1, G2, G3, G5, G7, G15, E14, E7</p>
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THEME 4. Other intervention tools: action-research 4.1 Action research: principles, guidelines and tools	G1, G2, E12, E6
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TEMPORARY ORGANISATION OF LEARNING (First-time students):		
	CONTENT BLOCK/ DIDACTIC UNIT	NO. OF SESSIONS
1	Social intervention needs analysis	4
2	Planning	4
3	Design of socio-educational programmes and projects	9
4	Action research: principles, guidelines and instruments	4



BIBLIOGRAPHY

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Addendum to the Teaching Guide on the Elaboration of Socio-educational Programmes and Projects

(Social Education) Year 2023/2024

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.

Mark the situation as appropriate:

Situation 2: Teaching with limited capacity (when the number of students enrolled 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

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:

Microsoft Teams Blackboard Collaborate Ultra

Kaltura



Clarifications on the practical sessions:

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

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 subject to the non face-to-face teaching

According to the teaching guide		Adaptation	
Instrument of evaluation	% granted	Description of changes proposed	Platform that is will 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:



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