



**SOCIAL POLICY AND WELFARE
SYSTEMS**

*(Bachelor's Degree in
Pedagogy)*

Universidad Católica de Valencia

Year 2020/2021



TEACHING GUIDE FOR THE MATTER AND/OR SUBJECT

			ECTS
Subject: SOCIAL POLICY AND WELFARE SYSTEMS		6	
Subject-matter: SOCIO-COMMUNITY INTERVENTION		30	
Módulo: SOCIO-COMMUNITY INTERVENTION		30	
Type of course: ELECTIVE	Year: 3º	Semester: 2º	
Teaching staff: Dra. ANGELA CALERO VALVERDE	Department: GENERAL DIDACTICS, THEORY OF EDUCATION AND TECHNOLOGICAL INNOVATION		
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ORGANISATION OF THE MODULE

SOCIO-COMMUNITY INTERVENTION				30 ECTS
Duration and temporal location within the curriculum: (breve justificación)				
Subject-matters and Subjects				
Subject-matter	ECTS	SUBJECT	ECTS	Year / Semester
SPECIFIC NEEDS AND ATTENTION TO DIVERSITY	30	Social policies and welfare systems	6	3rd/ 2nd
		Pedagogy, participation and associationism	6	3rd/ 2nd
		Educational intervention in maladaptation problems	6	4th/ 1st
		Socio-educational intervention in the elderly	6	4th/ 2nd
		Pedagogy of the Game	6	4th/ 2nd



TEACHING GUIDE SUBJECT: SOCIAL POLICIES AND WELFARE SYSTEMS							
Prerequisites: THERE ARE NO PREREQUISITES							
GENERAL GOALS							
<ul style="list-style-type: none"> • To 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, their instruments, normative and institutional instruments. • To analyse the Spanish, Valencian and local social policy related to social services. • To understand the institutional and normative context (political social) that makes possible and limits the work of the social educator. • To analyse the applied use of social policy within the framework of social education. • To draw student interest and sensitivity to the causes that justify how social policy acts 							
CROSS-SECTIONAL SKILLS				Importance of the skill			
				1	2	3	4
C1.- To acquire the ability to analyse and synthesise information.							X
C9.- To have the ability to integrate themselves and to communicate with experts of other areas and in different contexts.							X
C10.- To recognise and respect diversity and multiculturality.							X
C19.- To develop initiative and an enterprising spirit.							X
SPECIFIC SKILLS				Importance of the skill			
				1	2	3	4
S7.- To know the principles and foundations of attention to diversity in education and to make educational decisions in agreement with individual differences.							X
S14.- To design techniques and construct instruments of diagnosis and detection of variables that justify a specific educational action (diagnosis of needs, capacities, factors of exclusion and social discrimination, learning difficulties, etc.).							X
S20.- To know collaboration methods with the different sectors of the educational community and the social surroundings.							X
LEARNING OUTCOMES				SKILLS			
1.- The student knows the different models of social policy and welfare				C1, C9, C10, C19, S7, E14, E20			



EDUCATIONAL ACTIVITIES OF CLASSROOM WORK			
ACTIVITY	Teaching-Learning Methodology	Relation with skills of the module	ECTS
PARTICIPATIVE MASTER CLASSES	Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	C-1, C- 5, S-6, S-7, S-21	5.4
PRACTICAL CLASSES	Sessions of group work supervised by the professor. Study of cases, diagnostic analyses, problems, field work, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the interaction and activity of the student.	C-10, C-19, S-11 S-14	2.2
SEMINARS	Supervised monographic sessions with shared participation	C-9, C-11, S-20	1.3
GROUP PRESENTATION OF PAPERS	Application of interdisciplinary knowledge	C-7, C-11 S-14	1
IN-PERSON SUPERVISION	Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminars, readings, paper writing, etc.	ALL	1.6
IN-PERSON ASSESSMENT	Set of tests oral and/or written used in the initial, formative or additive evaluation of the student.	ALL	0.5
Total			18



EDUCATIONAL ACTIVITIES OF INDEPENDENT STUDENT WORK (BLENDED)			
ACTIVITY	Teaching-Learning Methodology	Relation with Skills of the Module	ECTS
ASYNCHRONOUS THEORETICAL VIRTUAL SESSIONS	Through previous planning, the professor distributes a detailed guide with the order of study of the materials that he/she activates in the virtual classroom: documents, video-lessons created by the professor at UCV, external links and/or additional bibliography.	C-6, C-7, S-8, S-9	0.80
VIRTUAL SUPERVISING	Individual attention for the follow-up and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, paper writing, etc.	ALL	0.30
GROUP WORK	Group preparation of readings, essays, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical classes and/or small group sessions. Work carried out on the platform or other virtual spaces.	C-9, C-11, C-18, S-13, S-20	0.90
DISCUSSION FORUMS	Active participation in discussion forums referred to the subject matter moderated by the professor of the subject.	C-8, C-10, S-20	0.30
CONTINUOUS ASSESSMENT ACTIVITIES	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, reviews,... to submit at different times throughout the course.	ALL	0.40
INDEPENDENT WORK	Study carried out by the student: Individual preparation of readings, tests, resolution of problems, seminars, paper writings, reports, etc. to present or to submit in the theoretical classes, practical exercises and/or individual or small groups. Work carried out on the platform or other virtual spaces.	C-2, C-15, C-21, S-11, S-13, S-21	0.90
Total			3.60



ASSEMENT SYSTEM OF SKILL ACQUISITION AND MARKING SYSTEM	
Assessment Instrument	Allocated percentage
Written tests	40 %
Resolution of practical cases	20 %
Oral presentation of group and individual papers	15 %
Follow-up of student work in the non-face-to-face sessions	15 %
Active participation in the theoretical-practical sessions, seminars and supervised sessions	10 %

CRITERIA FOR THE CONCESSION OF A PASS WITH HONOURS DISTINCTION:

To specify concrete criteria for the subject and faculty to which the degree is ascribed and in agreement with the general norm indicating that only a pass with honours can be granted to every 20 students. It cannot be granted to a fraction of 20 excluding the case of groups with fewer than 20 students altogether, in which case only one pass with honours can be granted.

BRIEF DESCRIPTION OF THE SUBJECT
Social policy and welfare systems. Social policy and development of social rights, social welfare and social structure, care state and/or welfare state, social services planning, legislation on the subject



DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groups. Development of the contents in the teaching guides.	(Indicate, numerically, the related skills)
1.- The economy of welfare and social policies	C1, C10, S7, S14, S20
2. - The historical configuration of the Welfare States	C1, C10, S7, S14, S20
3.- The concept of European Social Model: taxonomy of the social models in effect in the European Union	C1, C9, C10, S7, S14, S20
4.- The Welfare State in Spain: transformation and impact of the social policies	C1, C9, C10, C19, S7, S14, S20

TEMPORAL ORGANISATION OF LEARNING (First enrolment students):		
	CONTENT BLOCK/DIDACTIC UNIT	Nº OF SESSIONS
1	The economy of welfare and social policies	2
2	The historical configuration of the Welfare States	2
3	The concept of European Social Model: taxonomy of the social models in effect in the European Union	6
4	The Welfare State in Spain: transformation and impact of the social policies	5



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Addendum to the Course Guide of the Subject

(Degree)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:



Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams

Blackboard Collaborate Ultra



Kaltura

Situation 3: Confinement due to a new State of Alarm.



In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams

Blackboard Collaborate Ultra



Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used



The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

