



## Information about the subject

**Degree:** University Master in Inclusive Education

**Faculty:** Teaching and Educational Sciences

**Code:**1630010

**Name:** Transition to adulthood. Life quality. Residential environments.

**Credits:** 3    **ECTS**                      **Semester:** 2º

**Subject Matter:** Psycho-educational Intervention in Official Educational Environments

**Type:** Obligatory

**Department:** Inclusive Education, Social-Community Development and Occupational Sciences

**Type of learning:** Hybrid

**Language(s) in which it is taught:** Spanish

**Lecturer/s**

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## Module organization

### BASIC THEORETICAL TRAINING

Subject	ECTS	Course	ECTS	Semester
Socioeducational Intervention in Non-Regulated Educational Environments	6	Family and Associative Movement. Leisure and Free Time. Adapted Sport.	3	2nd
		Transition to Adult Life. Quality of Life. Residential Environments.	3	2nd



## Recommended Knowledge

No prerequisites, except those established by the general regulations for access to official master's degree courses (general and specific for the master's degree itself).

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	The student designs support systems in response to the educational needs of students.
R2	The student assesses the social adaptation of students and designs programs that allow functional learning.
R7	The student knows about different structures of socio-occupational integration.
R8	The student knows about the different options and modalities of residential environments.
R9	The student assesses the principles of life quality applied to disabled people.

## Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
<b>G4</b>	To develop new knowledge and specialized techniques which are suitable for research and development.			X	

Code	Basic	Weighting			
		1	2	3	4
<b>B8</b>	Students should know how to integrate knowledge and face the complexity of issuing a judgement from information that is limited, incomplete, and includes considerations about the ethical and social responsibilities linked to the application of their previous knowledge				X

Code	Specific	Weighting			
		1	2	3	4
<b>E2</b>	To guarantee a critical knowledge of the legal and ethical necessary aspects to facilitate the inclusion of people with diverse specific need and to express judgments that improve educational practice			X	
<b>E11</b>	To know how to detect and analyze possible barriers to the full participation of students in the educational environments where they are, as well as how to contribute to their elimination.			X	



## Assessment system for the acquisition of competencies and grading system

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM			
Assessment Tool		LEARNING OUTCOMES ASSESSED	Allocated Percentage
Group work: Assessment of the life quality of a subject and intervention proposal.	Case study: Assessment of the life quality	R2, R9	20%
	Memorandum evaluation report, resource analysis and proposed intervention	R1, R2, R7, R8	40%
	Oral presentation of results	R1, R2, R7, R8, R9	20%
Attendance to on-campus session and participation in activities		R1, R2, R7, R8, R9	20%
<p><b>Criteria for the awarding of Honours Grades:</b> In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honours Grade' may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of 'Matrícula de Honor' may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one 'Matrícula de Honor' may be awarded.</p> <p>Exceptionally, honours may be allocated between the different groups of the same subject as a whole. However, the total number of honours to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong. The criteria for awarding 'Honours' will be carried out according to the criteria stipulated by the lecturer responsible for the subject detailed in the 'Observations' section of the assessment system of the teaching guide.</p> <p><b>NOTE: Use of Artificial Intelligence:</b>  <b>The use of AI is permitted for:</b>            ·Study support (generating alternative explanations, concept maps, or self-assessment exercises)            ·Receiving feedback on the clarity or coherence of one's own text.</p> <p><b>The use of AI is not permitted for:</b>            ·Performing assessable tasks, unless required in a specific activity and indicated by the teacher.</p> <p>If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.</p>			



Academic year 2025-2026  
Subject: TVA

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	PARTICIPATORY MASTER CLASS
M2	VIRTUAL TUTORING
M3	PRACTICAL CLASSES
M4	FACE-TO-FACE ASSESSMENT
M5	DISCUSSION FORUM
M6	VIRTUAL TUTORING
M7	ASYNCHRONOUS VIRTUAL SESSION
M8	GROUP WORK
M9	AUTONOMOUS WORK



## In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
<b>PARTICIPATIVE MASTER CLASS</b>	R1, R2, R7, R8, R9	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge, which require the feed-back and involvement of the student.	0.16
<b>FACE-TO-FACE TUTORIALS</b>	R1, R2	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class.	0.08
<b>PRACTICAL CLASSES</b>	R1, R2	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.	0.16
<b>TEAM WORK</b>	R1, R2, R7, R8, R9	. Activity that requires the participation of different students with a common objective, which forces them to personal interaction and the distribution and fulfilment of responsibilities, as well as the planning of meetings between the group members and the teacher. It can be combined with the use of the university e-platform: <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a> .	0.2
<b>Total</b>			<b>0.6</b>



### On-line learning

ASYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
ASYNCHRONOUS ONLINE SESSION	R1, R3, R4, R5, R6	Exposition of the contents by the teacher, analysis of competences, explication and demonstration of abilities, skills and knowledge in the Virtual classroom, which requires feed-back and involvement of the students at different moments.	0.16
TEAM WORK	R1, R3, R4, R5, R6	Activity that requires the participation of different students with a common objective, which forces them to personal interaction and the distribution and fulfilment of responsibilities, as well as the planning of meetings between the group members and the teacher.	0.44
DISCUSSION FORUM	R1, R2	Discussions and opinions on-line supervised by the teacher, which allows students to express their ideas and argued opinions regarding the texts used, the questions or contents presented in class through the university E-learning platform. <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a>	0.12
<b>Total</b>			<b>0.6</b>

### Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
INDEPENDENT WORK	R1, R2, R7, R8, R9	Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions. It can also be submitted to the university e-learning platform. <a href="https://campusvirtual.ucv.es/">https://campusvirtual.ucv.es/</a>	1.8
<b>Total</b>			<b>1.8</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
BLOCK 1	Structures of socio-occupational integration.
BLOCK 2	Day-care centres. Occupational centres. Centres for employment. Employment with support.
BLOCK 3	Principles of quality of life applied to disabled people.

## Temporary organization of learning

BLOCK OF CONTENT/DIDACTIC UNIT	Number of sessions	Hours
Structures of socio-occupational integration.	2	4
Day-care centres. Occupational centres. Centres for employment. Employment with support.	2	4
Principles of quality of life applied to disabled people.	1	2
	1	2

## References

Etxeberria, X. (2005). *Aproximación ética a la discapacidad*. Universidad de Deusto.

Gómez, L. E., Alcedo, M. A., Verdugo, M. A., Arias, B., Fontanil, Y., Arias, V. B., Monsalve, A. y Morán, L. (2016). *Escala KidsLife: Evaluación de la calidad de vida de niños y adolescentes con discapacidad intelectual*. Salamanca: INICO.

León, M. J. (dir.) (2006). *La autonomía personal, social y en el hogar de alumnos de educación especial para la transición a la vida adulta*. Archidona (Málaga): Aljibe.

Murillo, E., López, I. y Belinchón, M. (2008). El voluntariado universitario como recurso de apoyo y de formación: la experiencia del programa "Apúntate". *Siglo Cero*, 225, 63-79.

Navas, P., Gómez, L. E., Verdugo, M. A. y Schallock, R. L. (2012). Derechos de las personas con discapacidad intelectual: implicaciones de la convención de Naciones Unidas. *Revista española sobre discapacidad intelectual*, 43 (3), 7-28.

Observatorio sobre discapacidad y mercado de trabajo en España (ODISMET) (2014). *ODISMET. La situación de las personas con discapacidad en el mercado laboral. Informe Cero*. Madrid:Fundación ONCE.

Pallisera, M. (2010). Apoyando proyectos de vida inclusivos: claves para transformar las prácticas socioeducativas de personas adultas con discapacidad intelectual. *Revista de educación inclusiva*, 3 (3), 69-88.

Pascual, J. y Calvo, D. (2013). Evolución en el consumo de psicofármacos en una unidad de atención residencial para personas con discapacidad intelectual y enfermedad mental (SM-DI): 2004-2009. *Siglo Cero*, 245, 55-67.

Pérez, J. y Luengo, J. (2009). *Escuela obligatoria y mundo laboral*. Archidona: Aljibe.

Schallock, R. L. (2013). Integrando el concepto de calidad de vida y la información de la Escala de Intensidad de Apoyos en planes individuales de apoyo. *Siglo Cero*, 245, 6-21.

Soriano, V. (2006). *Programas individuales de transición. Apoyo al tránsito de la escuela al empleo*. Dinamarca: European Agency for development in special needs education.

Tamarit, J. (2010). La educación que queremos: avanzando hacia proyectos singulares de felicidad. *VII Jornadas de Cooperación Educativa con Iberoamérica sobre Educación Especial e inclusión educativa*. Madrid: UNESCO, 49-65.

Tamarit, J. y Arbea, L. (2003). De la capacitación a la autorrealización: hacia una nueva conciencia profesional. *I Congreso Nacional de Educación y Personas con Discapacidad: conciencia, compromiso y mejora continua*, 97-114.

Verdugo, M. A. (comp.) (2015). IX Jornadas científicas internacionales de investigación sobrediscapacidad (INICO. Universidad de Salamanca). *Siglo Cero, Anejo 1*, 1-253.

Verdugo, M. A. (dir.) (2012). *Aplicación del paradigma de calidad de vida a la intervención con personas con discapacidad desde una perspectiva integral: Investigaciones desarrolladas por el Grupo de Investigación de Excelencia de la Junta de Castilla y León "GR197" (2009-2011)*. Salamanca: INICO.

Verdugo, M. A. (2009). El cambio educativo desde una perspectiva de calidad de vida. *Revista de educación*, 349, 23-43.

Verdugo, M. A. (2006). *Cómo mejorar la calidad de vida de las personas con discapacidad. Instrumentos y estrategias de evaluación*. Salamanca: Amarú.

Verdugo, M. A., Arias, B., Gómez, L. E. y Schalock, R. L. (2010). Development of an objective instrument to assess quality of life in social services: Reliability and validity in Spain. *International Journal of Clinical and Health Psychology*, 10(1), 105–123.

Verdugo, M. A., Arias, B., Gómez, L. E. y Schalock, R. L. (2008). *Informe sobre la creació d'una escala multidimensional per avaluar la qualitat de vida de les persones usuàries dels serveis socials a Catalunya*. Barcelona: Departament d'Acció Social i Ciutadania, Generalitat de Catalunya.

Verdugo, M. Á., Gómez, L. E., Fernández, M., Aguayo, V. y Arias, B. (2018). Escala CAVIDACE de evaluación de Calidad de Vida. Manual de aplicación y corrección. Salamanca: Publicaciones INICO.

Verdugo, M. A., Navas, P., Gómez, L. E. Schalock, R. L. (2012). The concept of quality of life and its role in enhancing human rights in the field of intellectual disability. *Journal of intellectual disability research*, 56, 1036-1045.

Verdugo, M. A. y Schalock, R. (coords.) (2013). *Discapacidad e inclusión. Manual para la docencia*. Salamanca: Amarú.

## **Normativa**

Convención sobre los derechos de las personas con discapacidad.

Ley 13/1982 de 7 de abril de 1982, de Integración Social de los Minusválidos.

Real Decreto 27/2000, de 14 de enero, regulado por el RD 364/2005, de 8 de abril.

Real Decreto 469/2006, de 21 de abril, por el que se regulan las unidades de apoyo a la actividad profesional en el marco de los servicios de ajuste personal y social de los Centros Especiales de Empleo (BOE nº 96, de 22 de abril de 2006).

Recomendación del Parlamento Europeo y del Consejo de 18 de diciembre de 2006 sobre las competencias clave para el aprendizaje permanente.

Real Decreto legislativo 1/2013, de 29 de noviembre, por el que se aprueba el texto refundido de la Ley General de derechos de las personas con discapacidad y de su inclusión social (BOE nº 289, de 3 de diciembre de 2013).

## **Webgrafía**

INICO Instituto Universitario de Integración en la Comunidad  
<http://inico.usal.es/>

<http://www.plenainclusion.org/>

ODISMET Observatorio sobre discapacidad y mercado de trabajo en España

<http://www.odismet.es/>

