



Universities for labour inclusion of people with intellectual disabilities

EDUCATIONAL CURRICULUM FOR LABOUR INCLUSION OF STUDENTS WITH INTELLECTUAL DISABILITIES



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Universities for labour inclusion of people with
intellectual disabilities

U4INCLUSION project

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I. INTRODUCTION: FRAMEWORK, GOALS AND METHODOLOGY.

1. The U4INCLUSION framework

Article 27 of the Convention on the Rights of Persons with Disabilities (UN, 2007) recognizes “the right of persons with disabilities to work, on an equal basis with others”, and it specifies that “this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive and accessible to persons with disabilities”. Among the measures that should be applied to protect this right, article 27 requires States Parties to “enable persons with disabilities to have effective access to general technical and vocational guidance programs, placement services and vocational and continuing training”. This provision is closely related to article 24 of the Convention (UN,2007), which recognizes the right of persons with disabilities to education, and requires States Parties to “ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others”. Currently, the principle of “leaving no-one behind” of the 2030 Agenda for Sustainable Development, pays significant attention to persons with disabilities, including in its Sustainable Development Goal (SDG) 8.5 on inclusive growth and decent work for all “. . . to achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities (PWD), and equal pay for work of equal value” (UN, 2015).

Labour insertion of groups in danger of social exclusion, like people with disabilities, is still a long way to go in comparison to people without disabilities. In fact, in the European Union (with data referred to 2017), only 50.8% of persons with disabilities are in employment, compared to 74.8% for persons without disabilities (European Disability Forum, 2020). However, within the group of people with disability, the employment rates and activities are unbalanced, with rates for people with intellectual disabilities (PID) below average, actually lower than 20% (Inclusion Europe, 2015; ODISMET, 2020). According to the European Agency on Special Needs and Inclusive Education (EASNIE), people with intellectual disability, hereinafter, ID present more barriers to access to training programs or labour activities, being often unable to complete official Vocational Education and Training courses, and are restricted to participating in tailor-made or sheltered employment (EASNIE, 2012). However, these kind of opportunities do not grant the student any official certification or become a trap for individuals that may present strong skills potential (ILO, 2018). So, the development of International Inclusive skills policies that ensure that people with ID can achieve same access to the labour market are more cost-effective and more successful in terms of results than specialized approaches. In fact, scientific evidences support that better labor training skills increase the employment opportunities of persons with intellectual disabilities (Marzo, López, Martínez-Pujalte & Ramos, 2020).

Offering post-secondary education to persons with intellectual disabilities presents numerous advantages that should be highlighted in this work:

- In first instance, these initiatives have a strong emphasis on personal development and autonomy of people with ID. In fact, for many students with intellectual disabilities entering these specific programmes is the first opportunity to take control of their own learning and make informed choices. The contact with other students and the experience of being accepted in a highly regarded institution like the University contributes to improve in a decisive way self-esteem and social skills of persons with intellectual disabilities. Indeed, the University is an environment which is highly valued in our society, and to receive training in it helps people with intellectual disabilities to reduce the perception of being different to the rest of the people, because they perceive themselves as “University students” rather than “students with disabilities”. The impact of the interaction with other students is also very important and helps students with intellectual disabilities improve their social and communication skills. Modules such as personal development, financial management, research skills, health and fitness, advocacy and human rights encourage a greater level of self-determination and independence in their day-to-day lives (Des, 2019).
- The presence of persons with intellectual disabilities as students makes the university an inclusive context, where all students are taught in their acceptance and awareness to diversity (this outcome will be facilitated if students without disabilities which are following official University degrees collaborate in this program carrying out mentoring tasks or teaching some lessons) (Zuzquiza Gasset & Rodríguez Herrero, 2016)
- This kind of programs transforms the university by making it a more inclusive context, for everyone (Wise, Dickinson et al., 2018). Changing the perspective of stakeholders (i.e. university stuff, teachers, etc) as well as the university services and infrastructures, which otherwise would not be accessible: sport facilities, library, cultural activities, etc. (Gates & Statham, 2013; Reina, Roldán, Candela & Carrillo de Albornoz, 2018)
- These programs improve the employability of persons with intellectual disabilities, also because having an University degree makes businesses trust in the training they receive. To facilitate this goal, a period of practice in companies (internship) is included in each academic year of the program (Zuzquiza Gasset & Rodríguez Herrero, 2016)

The U4INCLUSION program is addressed to young people with a mild intellectual disability that have already concluded their school years. We follow the definition of intellectual disability provided by the American Association on Intellectual and Developmental Disabilities, which understands intellectual disability as the significant limitations in both intellectual functioning and in adaptive behavior, covering many everyday social and practical skills, and originated before the age of 18. To be able to complete successfully the training itinerary we propose, students should have basic reading, writing and counting skills, perform an adjusted social behavior and have personal autonomy for activities of everyday life. It is mainly oriented to people between 18 and 30 years old, although the upper age limit is flexible. Moreover, for an optimal achievement of this training period, it is not recommended that they join this program directly after school, being preferable that they receive some complementary



training (as programs for transition to adult life) in associations or sheltered workshops before coming to the University.

The following pages will describe, first, the curriculum goals and methodology and, second, the subjects of the program described in detail.

2. The U4INCLUSION general aims and learning goals

The U4INCLUSION curriculum aims to provide an adequate and adapted job training to young adults with ID between the ages of 18 and 30, allowing them to be able to access the ordinary labor market. So, this curriculum will provide the students with the necessary support to achieve an independent life, participating as full members in their social environment. Thus, the general objectives pursued through this program are:

- Develop self-care skills (health, food, accident prevention, etc).
- Manage with ease and autonomy in the community environment (transport, itineraries, and basic administrative procedures).
- Acceptance of oneself and others.
- Develop labour skills to work in different public and private work contexts.
- Develop skills to manifest initiative to follow healthy habits or to promote actions in their workplace.
- Be able to work individually but also as a team player.
- Ability to reflect on one-self actions, considering its results.

The U4INCLUSION Program pretends to follow a mixed model of higher education. According to Hart et al. (2006) a “mixed model” means that students follow a fixed education pathway with their group of peers with ID, while they also participate in university activities with other students without disabilities. However, this model should be combined with considering that it is important to determine an educational approach based on individualised supports, adapted to the needs of each student. And also, with a more separate model where students participate only in activities with other students with disabilities, in order to be able to use more efficient methodologies adjusted to the group.

3. The U4INCLUSION methodological approach

3.1 The general principles of the program.

Students with intellectual disabilities often require specific services, aside and apart from curriculum adaptation, to enable them to learn. Therefore, the key aspects of the teaching methodology should be well defined and implemented with fidelity throughout the whole

curriculum. The U4INCLUSION curriculum should be developed with a clear methodology based on the following principles:

- **Dignity:** People with disabilities have historically experienced severe marginalization and social disadvantage. It should be remembered that they are full citizens and students must be respected and considered. Respect for their dignity must prevail over any other consideration. Therefore, the teaching methodology, built from theory and practice, should overcome the invisibility that this group usually faces in terms of their realities or decision making, the full recognition of the universality of their rights and the administration of any support required for their inclusion (Serrato y Corona, 2019).
- **Diversity:** The success of inclusive education depends on the acceptance and the ability of teachers to facilitate a good learning environment for all students (Dimitrova et al., 2015) . Teachers must consider students with disabilities like another student. All our students are different from each other, and it is important to attend their specificity individually (skills, tastes, choices, characteristics, personality...)
- **Universal design and accessibility:** Regarding diversity, the Universal Design for Learning (UDL) is a framework for designing instruction to address the needs of a range of learners. In this program, when implementing any theoretical or practical aspect of the curriculum we must take into account our students' potential. Understanding our students' needs it is possible to define ways in which flexible options can be integrated into curriculum and instruction to support our students learning (Rao, 2015). So, our services and products must be designed for all and be accessible to all, for example: designing easy reading texts.
- **Autonomy:** Teachers' instructional style based on autonomy support and structure will increase students' engagement (Jang et al., 2010), facilitating students' personal autonomy. When students are able to reach proper levels of autonomy, they are able to take advantage of the teaching-learning process, promoting their active participation as learners. This autonomy will also be transferred outside the classrooms, encouraging students to use more community/university services, such as: cafeteria, sports facilities, libraries, etc., and becoming active students.
- **Security:** Any implemented activity must contemplate the safety of the students in the program. In this sense, certain differential aspects must be considered in order to ensure their safety at the time.
- **Self-determination:** Self-determination development must be promoted through specific strategies and especially, by providing tailored opportunities to practice those skills (Vicente, Mimbardó-Adám et al., 2020). Making choices and expressing preferences are a critical part of the human experience but people with intellectual disability tend to show lower levels of self-determination than their peers without disabilities and therefore, less capacity to take their own decisions. Therefore, throughout the program it is important to favour the choice and decision making of our students, promoting self-confidence and the assumption of their role as main actors in their own lives.



3.2 The aim and purpose of teaching

Vocational training programs seem to be an appropriate alternative for students with intellectual disability (Sartawi et al., 2016; McConkey & Haddock, 2012). Through these programs, individuals can train their skills and mature their abilities, allowing them to be more competitive as candidates in future job applications. In fact, lack of adequate professional preparation is the most common barrier for those wishing to enter the labour market. Achieving this learning process requires an intervention from different angles:

- Personal level: To develop one's own capacities regarding cognitive and physical skills:
 - Cognitive level: Focusing on self-knowledge and self-respect, giving priority to personal autonomy and independent living. In this way, it is important to develop strategies to increase students' emotional capacity, a key aspect to achieve a balanced relationship between the personal, social and work sphere. In fact, emotional intelligence can be decisive in achieving a higher quality of life, since the development of emotional skills helps people to feel more satisfied and effective (Izuzquiza, Cardaso y Goyarrola, 2010)
 - Physical level: Any labour activity requires certain levels of physical conditioning and therefore, students should be also prepared for it. Fine and gross motor skills and general physical fitness should be considered as important factors when matching individuals with ID and a potential job. In fact, people with intellectual disabilities tend to present lower levels of motor skills and physical fitness (Show, Choi & Huang, 2018) that derive into mobility limitations, which make it difficult to carry out specific labour tasks and functions. So, physical preparation should be taken into account, and should be carried out, in parallel with the specific occupational/theoretical training.
- Social level: Students should receive the training about those skills and tools to join to society as a full citizen. Students should be able to approach companies with confidence, autonomy and independence in the active search for employment and perform properly in the companies' social environments. Social skills like: active listening, capacity to structure conversations or formulate questions and requests, identification and discrimination against socially desirable behavior, verbal and non-verbal communication, ability to adequately express emotions and communicate needs related to those feelings, or the ability to evaluate whether or not their work has been effective, are some of the really valued social skills (Agran, Hughes, Thoma & Scott, 2016)
- Work level: Including those factors that directly influence the execution of job tasks. Two of the most important functional aspects are:
 - Work pacing: In competitive employment, the higher work pace and the need for multi-tasking might present a workload for individuals with intellectual disability that must be able to cope with different rhythms according to the needs of the moment.
 - Fatigue resistance: Indicators that a worker will be able to perform his/her duties during a working day are: i) he/she works on the same task constantly for a reasonable period of time; ii) he/she does not abandon the tasks soon, and iii) he/she does not reduce his/her performance. To fight fatigue is important that students be physically active (i.e. practice

physical activity and sport), have a proper diet and sleep a recommended number of hours to rest daily.

3.3 The working methodology

The training program must use methodological strategies whose effectiveness in the intervention with students with intellectual disabilities has been scientifically proven; with the objective of ensuring the learning of the stipulated contents and, thus, improving the employability of the individuals. Students should be involved in a systematic and comprehensive training process that places the students in optimal conditions to assume his/her future role as workers. In that way, the U4INCLUSION curriculum proposes the use of an active and participatory teaching, encouraging a critical and researching attitude as the basis of the students' education. And where the organization, discipline and respect are considered as relevant pillars of coexistence, collaboration and solidarity for the success of this program.

In order to implement all of the above in a practical way, a series of strategies could be considered, as follows:

- Personalization and individualization of the teaching (i.e. scheduling work giving extra time to complete an assignment or test).
- Simplification of texts through easy-to-read-materials (Nomura, Nielsen, & Tronbacke, 2010)
- Tutoring (i.e. partner/peer tutoring, cooperative learning, etc)
- Differential guidance according to the students' needs (i.e. breaking a lesson up into smaller parts).

This program should achieve an integral and harmonious development based on the individual potential at the physical, intellectual and affective level of each individual. Prioritizing self-knowledge and self-esteem as the axis for the development of a positive, adjusted and, above all, realistic self-concept, which should lay the foundations for the process of inclusion in social and work environments considering one's own qualities, and assuming one's own limitations. Additionally, democratic participation is crucial to develop decision-making capacity. Therefore, it is very important to favour a positive attitude and atmosphere within the classroom, creating structures for dialogue and debate and allowing students to exercise their initiatives and opinions. It should be also interesting to promote a flexible and dynamic course organisation, allowing adaptation to changing realities and situations, thus enabling a better response to students' demands.

None of the above can be achieved if the contents to be taught are not scrupulously selected, which must be in line with the objectives and methodology of the training program.



3.4 Implementation

Before starting a process of work training for people with intellectual disabilities, it is crucial to perform a previous assessment of the candidates. This facilitates their access (i.e. personal, technical and/or technological supports), it makes it easier to plan aspects to be developed during the training period or to refer, if necessary, to another resource more suitable for the candidate (i.e. other program with higher supports). Therefore, this initial evaluation will be the starting point for the individualization of the teaching-learning process.

- Start of the program: The first days of the programme should be oriented towards activities of mutual knowledge and generation of peers' relationships to generate a positive climate and trust between everyone. In these first days, an overview of the course will also be presented, as well as the key elements that will make up the sequential and successive deployment of the contents and activities (timetable, school calendar, teachers, materials, regulations, facilities, etc.)
- Classroom design: In order to establish an adequate communication and improve the teaching and learning processes within the classroom, it is important to establish an adequate distribution of spaces within the classroom (Gilavand, 2016). Proper distributions should allow the communication between the students but also, between students and teachers. To do so, it is desirable to have flexible rooms and furniture that can be accommodate according to teaching requirements (i.e. U-shaped or V-shaped tables or in groups of 2, 3 or larger groups of students) (see Appendix). In short, the classroom must be a living space.
- Teaching structure: Students with ID need additional support and modifications in their teaching process, as well as in the type of activities they do. Those modifications will help them to learn better. Some aspects to consider are:
 - Should easy or difficult tasks be carried out first? Teachers should consider the group characteristics first (i.e. executive functioning issues): if they present other learning differences and trouble paying attention or working memory. If this is the case, it is advisable to start the sessions carrying out those tasks that require greater concentration and intellectual effort, leaving lighter activities, or those of a more manipulative or practical nature, for the last hours of the session.
 - The daily sessions should end with a reminder of what has been learned and done throughout the day, as well as the commitments (individual and group) made for the next day. This reminder will, in turn, be the starting point for the following day. As the theoretical contents of the training areas can be complex and abstract for learners with intellectual disabilities, it is recommended to present the contents in a functional and practical way, relating their previous knowledge to the new ones in order to achieve meaningful learning.
 - Theoretical content should be provided at the beginning of the course/module, so that students can review the topic supported by an oral explanation from the teacher. It is highly recommended to support verbal explanations with visual aids such as Powerpoint presentations (simple, with little text and images that illustrate the statement). Sometimes, videos or films illustrating the contents can also be shown as a support before or after the explanation of the contents.

- Practical activities should be worked on in parallel to the theoretical content. The practical activities can be carried out in the classroom or outside it, individually, in pairs, in small groups or in large groups. It is advisable to solve the tasks in groups, thus trying to benefit all the students by analysing the correct and incorrect answers.
- It should be borne in mind that transversal contents often appear together with other theoretical contents and are therefore refreshed throughout the academic year. However, the contents designed for training must be sequential in difficulty and coherence, following the established numbering.
- Learning evaluation: Evaluation is a very important and necessary aspect to create a space for reflection on the optimal development of the programme. It also helps to adjust possible difficulties or aspects that do not adapt to the programme's needs. The evaluation must explain the moments, strategies, instruments and criteria that will govern this process of verification of learning.

The U4INCLUSION curriculum states that students' evaluation must be individualized. Social skills, as well as acquired knowledge and learning abilities are closely related and must be considered at all times. Weekly meetings with students are recommended to observe and learn about the learning, understanding and well-being of each student. Since there are aspects that cannot be easily evaluated in individuals with intellectual disabilities, an alternative assessment method to assess academic performance is the *portfolio* (image 1). The portfolio assesses academic performance through a cumulative collection of student work, which reflects the content standards in the general curriculum and must be evidence-based (Thurlow et al., 2008). The portfolio would allow a comprehensive monitoring or evaluation maintaining an intimate relationship with students to enhance their capabilities, social skills and the theoretical-practical interrelationship of each of them.

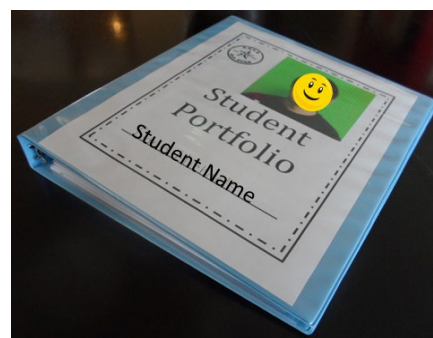


Image 1. Portfolio

The programme should perform an initial evaluation of the theoretical and practical contents to understand the start point form each student. All subjects should be closed with a final evaluation and a self-evaluation of the learning achieved. This information will be compared with the first evaluation (i.e. per content module, per subject or more generally considering also personal and social aspects) to observe the development of the group.

- Learning module structure: To facilitate learning, the pace of work and enhance the autonomy of students, it is recommended that all teaching units follow the same structure in the deployment of content. Below, in table 1, are several aspects to structure/organize both theoretical and practical contents:



Theory Content	
Sections	Description
<i>Index</i>	All topics begin with a cover page and an index.
<i>What are we going to learn?</i>	The concepts, procedures and attitudes that make up the unit are presented.
<i>What do you know about the subject?</i>	It is the starting point, the initial evaluation, the activity to identify the students' previous knowledge.
<i>Let's study!</i>	This is the section in which the theoretical contents of the subject are presented in an orderly manner.
<i>You should remember...</i>	At the end of each sub-section of the course, a summary table of the most relevant aspects of the subject is included, as a synthesis of the contents and as a strategy to highlight the nuclear theoretical elements.
<i>Difficult words!</i>	This is the glossary of abstract terms that are difficult to convert into easy to read terms and/or that require a detailed definition.
<i>Know more...</i>	It is a set of recommended readings to expand knowledge on the subject.

Table 1. Fixed sections to be considered to structure the theoretical didactic units.

The practices are derived and linked to the theory, and they are presented in a sequential order according to the subject's agenda. For the practical content, different strategies can be used as presented in table 2.

Tools	Description
Working booklet	<p>Individual practice booklet for each subject. The practice booklet is always presented in paper format and it has different fixed aspects:</p> <ul style="list-style-type: none">• <i>What do you know about the subject? (for the initial and final evaluation)</i>• <i>Let's work!</i> (activities to complete)• <i>Tell us your opinion</i> (students indicate which aspects of the learning process they have found easiest and most complex)


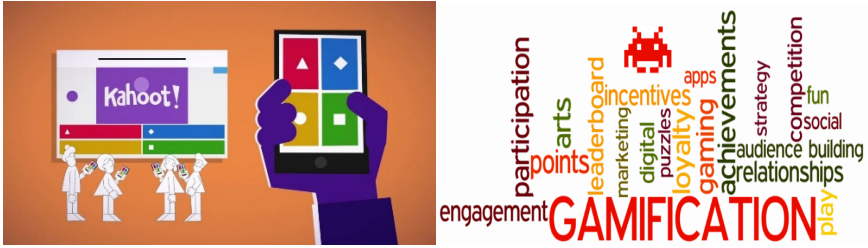
<p>Gamification</p> 	 <p>Gamification is the integration of the game mechanics in areas where it is not usual including some objectives to be fulfilled. With gamification, the benefits of the game are brought to education, motivating and awakening the emotions of the students in the learning process. These games promote desirable attitudes, activities and behaviours through participatory approaches; collaboration and friendly competition; self-guided study; facilitation and effectiveness of assessments; integration of exploratory approaches to learning; and the strengthening of creativity and student retention (Caponetto, Earp & Ott, 2014).</p>
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Table 2. Tools to promote practical activities in the classroom.

- Mentoring and guidance: Mentoring activities are positive and necessary support mechanisms for students with intellectual to success in a learning program (Griffin, Mello, Glover & Hodapp, 2016). Different mentoring partners can take this role (i.e. college students both with and without disabilities, professors, families, staff members from the disability services office). However, effective mentoring relationship requires mentor and mentee competence in role-specific knowledge and skills, which can otherwise impede desired student outcomes (Agarwal, Heron, Naseh & Burke, 2020). Therefore, it is important to identify key components for creating and improving effective academic mentoring to assist the students of the program. Following Jones & Goble (2012) and Giust & Valle-Riestra (2017), the most important key aspects to be considered are:
 - Providing mentoring orientations and faculty training;
 - Provide accommodations to facilitate students access to coursework;
 - Promoting the establishment of co-equal relationships among mentoring partners;
 - Maintaining high expectations for students with ID;
 - Encouraging independence and responsibility;
 - Prioritizing fun and socializing;
 - Staying focused on the big picture of inclusion.

From the above, the training programme should provide a mentoring support to students with the aim of:



- Providing a personalized learning according to student's integral character, favouring the whole individual development.
- Adjusting the educational response to students' individual's needs, adapting the programme to them, and not the other way around.
- To highlight the guiding principles for learning, taking into account the real context in which the students live (i.e. personal, family, community, etc), favouring the acquisition of more functional learning and connected with the environment.

The mentoring action can be done through different formats and settings, such as: university, workplace, home or community (see table 3).

One-to-one		Group	Peers
Face-to-face	Digital or E-mentoring		
<p>The mentor and mentee have the opportunity to meet in-person. This mentoring is important because a large part of the way we express ourselves can really only be understood in a face-to-face setting. Additionally, it has some advantages such as: i) promoting trust between mentor and mentee; ii) higher engagement of the mentee, having their mentor's undivided and undistracted attention.</p>	<p>Defined as a means of providing a guided mentoring relationship through online software, video conferencing or email. Through this mentoring, mentees have more opportunity to find a mentor with a distinct skillset and experience.</p> <p>Some advantages are: i) Connectivity: mentors and mentees can connect in real-time, so problems can be discussing faster, no need to wait for next meeting; ii) Access: This can be sometimes a difficult point for people with intellectual disability. However, mentees can benefit from having access to their mentors no matter where they are, iii) Working with multiple mentors, which may</p>	<p>Mentoring where the mentor works with more than one mentee at the same time.</p>	<p>University contexts frequently engage peer mentors to provide students' support.</p> <p>Two individuals of equal status and similar situation, who share many common characteristics and experiences. This peer mentoring can be delivered by students without disabilities with the same or different age or by students with intellectual disabilities from the same classroom.</p>

	provide multiple opinions on how to best handle a challenge or problem in the classroom, workplace, community, etc.		
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Adapted from Brown, Takahashi & Roberts (2010)

Table 3. Sample Types of Mentoring

4. Examples of Best Practices

As was already pointed out at the beginning of this document, the educational curriculum we propose is based on experiences that have already been developed in many Universities throughout the world and have proved to be successful in improving social skills and labor competences of persons with intellectual disabilities. Some of them have been carried out by the partners of U4INCLUSION project. We will present them briefly in the following paragraphs, because we think that these experiences are the best demonstration of the potentiality of this program.

4.1. The experience of Miguel Hernández University (UMH).

Miguel Hernández University, in Elche -an industrial city at the southeast of Spain, very close to the Mediterranean coast, which belongs to the province of Alicante and the Valencian Community- offers since 2016 two training programs for persons with intellectual disabilities, centered on two professional specializations: Shop Assistant and Office Assistant. Each program has a duration of one year, and includes 900 hours, divided into 700 hours of theoretical training and 200 hours of internship in a company. The number of students admitted to each program has been usually 16 -some years it has reached 17 or 18-, who have to be persons with intellectual disability, able to read and write and with basic calculation skills and an adjusted social conduct. Since the second edition, in 2017, these programs have been financed by a grant of ONCE Foundation, cofunded by European Social Fund in the framework of Youth Employment Initiative. This grant requires students to be maximum 30 years of age and to have an official certificate of disability; however, normally it has been possible to include some student who did not comply with these requirements.

Some other feature of these programs are:



- They do not provide the students an official degree, but only a title awarded by the University, which has no general legal recognition.
- The students of this program do not share regular classes with other students without disabilities, although different inclusive activities are organized in which students with intellectual disabilities share different experiences and educational contents with students from official degrees. In this way, an effective inclusion into University life is promoted.
- The subjects are taught by academic staff of the University and by professionals specialized in attention of persons with intellectual disabilities, coming from the most important service provider of this sector in the province of Alicante: APSA Association.

The methodology of these programs follows the principles and paths that have been outlined along these pages. On the other hand, the study plan combines three types of subjects: a) subjects which provide general skills -for example, Adaptive Skills or Social Participation and Citizenship; b) subjects on labor skills, applicable to different professions -Labor Guidance, Occupational Risk Prevention; and c) subjects on the specific professional specialization, as, for example, Organization of the Point of Sale, Storage and Supply in the training program for Shop Assistant, or Basic Administrative Tasks in the training program for Office Assistant.

The programs have increased in a significant way the employability of participants. It must be pointed out that the employment rate of persons with intellectual disabilities is very low in Spain, reaching only 20,4% (ODISMET, 2021); the percentage of students of the programs offered by Miguel Hernández University is neither very high, but it amounts at least to 30%, and some of them have already obtained indefinite contracts.

The program includes complementary activities under the overall training, which aim to complement the learning, experience and general well-being of the students within an inclusive framework of the teaching-learning process. Among the most relevant we highlight the following:

Welcome university party:

Most universities organise welcome activities for new students at the beginning of the academic year. These activities are a good opportunity to meet other students of similar age and with different interests.

At the Miguel Hernández University, students usually design a T-shirt related to their subject area. Students with ID also design their own.





Guided visit to the Business Park (Elche, Spain). The aim is to familiarise students with the key business environment in the province (Alicante, Spain). This activity will also serve as preparation for the practicum course, as most of the students will carry out their internships in this location.



Development of actions linked to social and citizen participation.

This activity will be carried out so that students on the course can develop social functioning patterns as full citizens. On the other hand, the aim is to stimulate in the students an awareness of social collaboration. An example of this is attendance at talks and conferences on topics of interest with university students from other degrees.



The Radio Program

Through a monthly radio program on Radio UMH in which our students actively participate by giving interviews, explaining the activities they carry out in the training program and informing the university world about the existence of this program. This kind of activities are of great interest for students with intellectual disabilities as it helps them to improve their communication skills, social relationships and to facilitate social inclusion.



4.2. The experience of the Institute for Inclusive Education (Institut für Inklusive Bildung, IIB).

The Institute for Inclusive Education has carried out learning offerings since 2013 in two different ways, by:

1. Educating people with so-called intellectual disabilities to become educational specialists in a three-year full-time dual qualification.
2. Developing seminars for students at universities carried out by people with so-called intellectual disabilities.

Through all these years of experience, the Institute has compiled an abundance of best practice examples for carrying out higher education training programs. In the following, some of these examples are listed.

The Institute's qualification consists of no more than six trainees at one time, making it possible to focus on each person individually during the three-year full-time dual qualification. The training includes a limited amount of frontal lessons, but rather focuses on joint learning within the group setting or project work in smaller breakout groups.

The seminars at universities consist of ideally up to 15-20 students in one session. At the beginning of the qualification, all six trainees go in the seminars together. As the qualification progresses, it reduces to three trainees at a time and finally two educational specialists go into the seminars at a time.

The materials for the qualification are to be prepared in understandable language, oriented around the trainee's level of understanding.

The following are a collection of best practice examples, as well as tried and tested methods or perceptions.

Personal Development

One of the main aspects of the qualification to educational specialists is the ongoing personal development that each trainee experiences throughout the three years, and beyond. Personal development is a crucial factor for lifelong learning and a necessity for a happy and successful life, both in regards of career and personal fulfilment. In the following, two best practice examples are highlighted.

a. Person Centered Planning (PCP)

To support the personal development of the trainees, the Institute uses Person Centered Planning. PCP is a process to select services, support structures and opportunities of participation for people with disabilities. It is mainly used for future planning and centers the person's needs¹.

The Institute uses this method to help the trainees consider their opportunities and channel their self-efficacy and their right to choose their own path. The trainees also learn where to turn to receive the necessary support to achieve their goals.

b. Focusing on strengths

Most people with disabilities have been confronted with their perceived "deficits" at many stages in their lives. The Institute instead focuses on each individual's strengths. By shifting that focus, the trainees discover what they are already good at and how they can use those abilities in their favor. Instead of trying to eliminate perceived weaknesses, the qualification builds on each individual's strengths to achieve confidence in that particular area. More importantly, building on strengths results in more self-esteem, self-efficacy, and an experience of flow. When working in a group, building on individual's strengths can also make for better teamwork.

To focus on the particular strengths of the individuals, it is important to center the used methods on the specific needs and requirements of the trainees. This means, that the conditions for each trainee will vary.

Social Development

Social Development is an important factor of the training of educational specialists. This includes, among other things, collaborating with colleagues, communicating with students, interacting within groups, considering social cues in the workplace, and emphasizing and understanding other people's needs.

a. Development of the team

At the beginning of the qualification, six trainees and the project team meet as a group for the first time, and, ideally, remain in this constellation until the end of the qualification three years later, or possibly beyond.

¹ See [Administration for Community Living \(ACL\)](#)



In order for the group to find itself and grow closer together for increased confidence and trust in each other, the first month of the qualification is dedicated to strengthening the bond within the group.

Different group tasks and exercises help the trainees getting to know one another and finding common ground. During this early stage, the group establishes a contract, signed by all members, to agree on the ground rules.

This stage of group development can take up several weeks and should be given priority in the beginning.

b. Theme Centered Interaction (TCI)

The Institute of Inclusive Education draws on Ruth Cohn's Theme Centered Interaction (TCI) for the collaboration within the group, with the aim of social learning and individual development.

The trainees of the qualification learn about the postulates of TCI (being your own chairperson, giving disturbances and passionate involvements priority, and being responsible for own actions)² (Schneider-Landolf, Spielmann, Zitterbarth, 2017).

Further, the trainees learn to understand themselves within the four-factor model: The factors of group interaction are I, We, It, Globe. I as the individual subject, We as the group, and It as the problem or theme at hand, are depicted within a triangle. This triangle is contained within a circle, the Globe. Bringing all these factors in dynamical balance leads to effective and satisfactory social group collaboration.

c. Social behavior at work

For the trainees of the Institute's qualification, working at the first labor market is the ultimate goal. However, this comes with several challenges for which the trainees are prepared during the qualification.

As an example, the trainees learn how to distinguish between personal or private topics and small talk or collegial topics that are appropriate in the context of an office or with the students. In group discussions and exercises, the trainees learn how to distinguish between the two. External people such as acting teachers may come into the qualification to discuss clothing for the office and seminars, as well as facial expressions and gesturing for a confident appearance.

In several sessions throughout the qualification, the trainees learn how to deal with conflicts within the group, and how to solve interpersonal clashes (i.e., not arguing in front of the students).

Methodical Skillset

The Institute dedicates an entire module to learning a variety of methods. The trainees later use some of these in the seminars with the students. Other methods help the trainees reflect their own performances and give each other feedback.

a. General didactic tips for the head of qualification

It is advisable to use as many different methods throughout the qualification as possible. This has three benefits: Firstly, it creates variety and keeps the trainees engaged. Secondly, having a toolset of different

² See here and following: p.63-64 of the Handbook of Theme-Centered Interaction (TCI), by Mina Schneider-Landolf (Hg.), Jochen Spielmann (Hg.), Walter Zitterbarth (Hg.)

methods allows the trainees to choose from different ones, depending on their preferences. Thirdly, this toolset of methods can later be used with the students in the seminars.

For gaining knowledge, tried and tested methods are repetition and revision. Throughout the entire qualification, the theoretical input is repeated regularly and revised throughout - not only for the exams. This happens in group settings, tandems or alone.

Different variations of visualization are a necessary means to convey the theory and methods. This helps the trainees remember the input and draw connections. If any of the trainees are blind, tools and materials can creatively be adjusted to their needs with different materials.

A crucial aspect of the qualification is establishing routines. Starting and ending in the same way each day, having rituals for certain occasions, having the same group tasks and games regularly, etc., creates structure.

The classroom setting should be as open and flexible as possible with little front-of-class teaching. For example, the group could work on topics together or research and learn in rotating groups of twos or threes.

For every module, worksheets – either physical or digital – are created and filed in folders. The worksheets are useful for repetition and revision. Further, they help keeping track of everything that has happened during the qualification.

The language of the work sheets or spoken word during the qualification always needs to be adapted to a level that is most comfortable and understandable for the group. This does not necessarily have to be easy language, as long as every trainee can follow comfortably.

b. Reflection and feedback methods

The trainees learn how to reflect on their own progress and development, as well as reflecting on their personal needs, wants thoughts and feelings. One method of reflection are emotions cards. These show persons with different emotions, or situations and the trainees choose a card to talk about their associations.

Different feedback methods help the trainees learn how to give feedback to others and receive it. This is a critical part of working in a group and learning from each other. Additionally, after each seminar with the students, the trainees receive feedback from the students as well. Some used feedback methods are the sandwich method, the 5-finger method or questionnaires.

c. Working with the students

The main part of being an educational specialist is interacting with the students during the seminars. Creating an atmosphere for connecting and learning from one another is a great way to enable the students to develop inclusion competences.

In the seminars, the educational specialists use different warm-up games to start the participants off, such as sorting the group by alphabet, location, hobbies, etc.

Interactions with the students are held during breakout groups in which the educational specialists can have more personal discussions with the students. In a group exercise, the participants for example



create a poster together that is later presented to the other groups, portraying the differences and similarities between the students and educational specialists.

To bring across the educational specialists perspectives during lectures, they draw on storytelling methods.

4. 3. The experience of the Thomas More University of Applied Sciences.

Thomas More University of Applied Sciences is or has been involved in several projects related to inclusion of persons with intellectual disabilities in higher education:

1. ICLife – Inclusive Campus Life (<https://www.iclife.eu/>)

The Project ran for 36 months starting on 01/12/2016 and finishing on 30/11/2019, and counted with the participation of 5 partners: Thomas More University of Applied Sciences, Lapland University of Applied Sciences, Inclusion Europe, Hogeschool Utrecht, Palacký University Olomouc.

The overall goal of the IC Life project is to make life on a campus for higher education more inclusive.

More specifically, IC Life promotes and supports the inclusion of people with intellectual disability in campus life. To achieve this, a concept for inclusion of young adults with Intellectual disabilities on higher education campuses was developed and deployed by four universities in Europe, together with associated partners experienced working with people with intellectual disabilities.

Regular higher education students and students with intellectual disabilities were able to follow their personal study path while enjoying campus life. Persons with intellectual disabilities took courses befitting their aspirations and were involved in teaching activities as life experts. As such they taught higher education students.

"How to make your campus more inclusive?"- materials, training and dissemination activities documented and transferred these innovative practices to other European universities and stakeholders in a sustainable way.

- Results: How to achieve inclusion in higher education

The project Inclusive Campus Life developed a number of detailed guidelines and tools which can help Higher Education Institutes to become inclusive campuses. The available documents can be found on the project website. In the following we want to highlight some crucial issues in this process.

Staff training and awareness

To welcome people with intellectual and other disabilities on a campus of higher education it is useful for the staff and employees on campus to learn about their specific needs. This does not have to be a long training seminar, but can best be integrated into regular meetings of different groups of staff that take place anyway. This has the advantage that the management sends an inclusive message to everyone and that the awareness-raising can be repeated e.g. annually to remind existing staff and to introduce new staff to the principles of an Inclusive Campus. If only short time is available, one can also address the needs of only one group of people with disabilities, e.g. during shorter time periods of 20 minutes at an already existing meeting.

As a general rule, and whenever possible, it is important to involve people with intellectual disabilities themselves in these awareness-raising sessions. It is important that staff members become familiar with

talking directly with a person with an intellectual disability, have the possibility to ask questions and understand the contributions that these people are making to society. For organizing such a training, it is always helpful to cooperate with a local, regional or national organization of people with intellectual disabilities and their families.

Higher Education staff at all levels should understand that people with intellectual disabilities are an integral part of society. They have a right to full participation and inclusion, also in education. In Higher Education Institutes it is usually a challenge to explain why people with an intellectual disability should and can participate at this level of education. Therefore, it is important to convey the following two core principles:

- The Higher Education Institute is committed to be an Inclusive Campus, not excluding any group of the population.
- Most of the graduates will later work in positions where they have direct contact with people with disabilities: as lawyers, teachers, architects, designers, medical doctors, etc. Thus it is important that they get to learn about their future clients or colleagues.

Equal Opportunities Recruitment Higher Education

Institutes should welcome diversity amongst their staff, should ensure that all candidates for employment are treated fairly, and that selection is based solely on the individual merits of candidates and on selection criteria relevant to the post. As employers they should be committed to the principle of equality of opportunity.

The legal basis for equal opportunities in the workplace in Europe is the Employment Equality Directive 2000/78/EC that has been transposed into national law in all EU Member States. It prohibits discrimination on grounds of religion and belief, age, disability and sexual orientation. It covers the fields of employment and occupation as well as vocational training.

People with intellectual disabilities are often experiencing indirect discrimination when an apparently neutral provision, criterion or practice (e.g. 'objective criteria' during job interviews) puts them at a disadvantage compared with other persons. In Higher Education Institutes, this may be the case if, for example, a certain unnecessary degree would be required for jobs such as cleaner, kitchen aid or gardener.

Moreover, many services within a Higher Education Institute may be sub-contracted to external service providers, such as cleaning, gardening, catering, etc. The management of an Inclusive Campus should thus carefully review their conditions for the sub-contracting of services and include requirements for the subcontractor to employ a certain number of people with disabilities, including people with intellectual disabilities. This 'positive discrimination' is allowed as positive action.

Also, work placements or traineeships have proven to be an excellent tool to see if a specific person is able to perform job-related activities before recruitment.

Higher Education Institutes have a statutory obligation to make such adjustments to the workplace and to reasonable working arrangements to accommodate suitably qualified disabled applicants. Possible reasonable accommodations for people with intellectual disabilities could be, for example, a reduction of the required working time or job-sharing between a person with and a person without a disability. Some countries also finance specific training on the job, re-training, job coaches and other workplace-related support, or provide financial incentives for employers of people with intellectual disabilities.



Peer support

Peer support or 'buddy' systems are well known in many areas of societal life. They comprise pairing experienced people with people having less experience for mutual learning. Peer systems encourage open and effective dialogue among peers and tend to break down social barriers. They help creating a collaborative learning environment in which peers feel less hesitant to raise questions. This enables people to develop social networks and cross-cultural experiences. Peer systems have a large place in higher education and professional training: pairing students with more achievements to newcomers, or pairing foreign students with national ones are two examples. Peer systems have a great potential to be really inclusive for everyone and to become a mainstream feature of University life:

- **For learners with intellectual disabilities** a peer can make a real difference when e.g. they want to learn about the locations of rooms, or when they do not know who to address. A peer can also be a conduit for social contacts to other students.
- **For learners without disability** at University, becoming a peer can give them valuable insights into questions and issues their future clients may have, regardless if they are studying social work, law or medicine. People with intellectual disabilities often help professionals to see their work from a new perspective and to understand their real life concerns.

A peer system is mutually beneficial for both buddies and volunteer students at the same time. We propose the implementation of the system not solely to help students with an intellectual disability but to help all students, especially first-year students, students from other countries, etc. The peer system thus becomes an added value for everyone on campus.

Legal capacity issues

Although international legislation in force is clear that "persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life", there are still many guardian systems in place that reduce the legal capacity of persons with intellectual disabilities to take their own decisions or to sign valid contracts. Administrators should be aware of these limitations and inquire about the situation of a specific person and find legal ways for contracting and obtaining valid consent.

Another highly discriminatory practice is the so called 'benefit trap'. Most people with intellectual disabilities receive some form of benefits from the State because of their disabilities. Of course, these benefits should be reduced or even stopped when persons are able to earn their own living. However, in some countries employment is seen as 'proof' that people are no longer disabled and as such they may lose their rights to disability benefits forever.

Higher Education Institutes who want to work with people with disabilities should be aware of this situation and check it case by case. To be clear: the objective is not to avoid taxes or gain unlawful benefits, but a disability is defined as a permanent situation.

2. Inclusive Further Education for PID (IVO – Inclusief Voortgezet Onderwijs)

<https://www.thomasmore.be/pers/inclusief-voortgezet-onderwijs-op-de-campus-van-een-hogeschool>

The training 'Inclusive Further Education' for co-workers was part of the project Inclusive Secondary Education at the Thomas More (Belgium) University of Applied Sciences. The project offers continuing education for people with intellectual disabilities.

The training is well framed. Before the training starts, welcome days are organized so that the students can get to know each other as well as the campus. Also, students of Thomas More are willing to support the students with an intellectual disability.

Course participants are invited to actively participate in life on campus, such as taking part in the introduction days on campus, participation in all sorts of activity's, etc.

At the end of the training, the students receive a learning certificate. This is a certificate of experience demonstrating participation in the training. In addition to this certificate, students also make an individual portfolio during their training. This portfolio contains an overview of the student's talents, possibilities and learning points.

- Target group

The course is intended for people who want to engage education at their own pace.

It is expected and verified that the student with an intellectual disability is:

- - strongly motivated to work as a co-worker;
- - willing to learn and think about themselves;
- - preferably living in the province where the training takes place.

The training consists three welcoming days and 14 training days. Students also do an internship of at least 3.00 hours per week in a period of 15 weeks.

We can distinguish 4 phases in the training:

1. Information moment for interested PID and intake
2. Welcome days on campus
3. The training with internship
4. Presentation of the learning certificate and portfolio

Who gets what out of it?

People with an intellectual disability who took part in the training had a considerably better chance of finding work. Exceptionally, this can be paid work, but also voluntary work or work under the guidance of a jobcoach.

Each student received a learning certificate afterwards. The learning certificate is not a diploma, but it is an official document issued by the university and is therefore proof that the training was completed. It is issued after attending a course and proves the presence of the person concerned. In the case of learning certificates, no assessment has taken place and it has not been verified whether the competences dealt with were acquired.

In addition, each co-worker also received an individual portfolio. The portfolio contains an overview of the individual talents and opportunities for further growth. This portfolio is an important document for finding work: it clearly states what the competences are of a person and what the learning points are.



5. Designing an Inclusive Higher Education Programme.

As has been shown in the precedent section, the project partners of the Erasmus + U4INCLUSION project have extensive experience with the design and implementation of inclusive university programs for persons with intellectual disabilities. Based on this diverse expertise, we have developed the common curriculum we will present in the following pages.

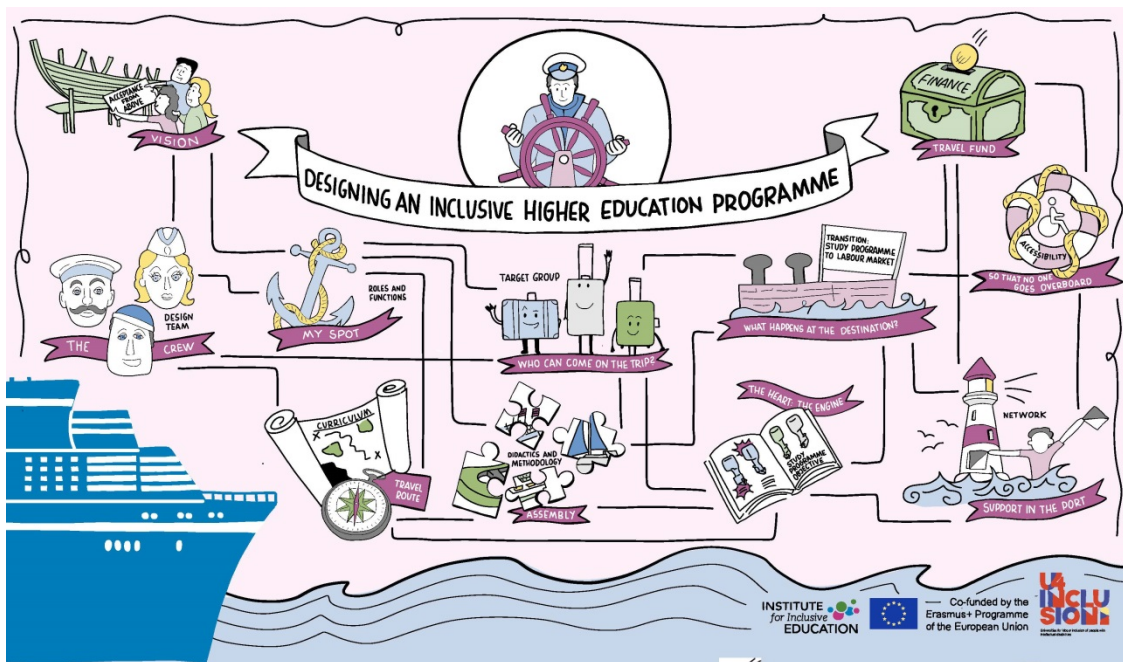
However, during this collaboration the different focus areas and practices of the project partners' university programs became also apparent. Therefore, we have developed a guide or decision- tree, the categories and guiding questions of which take such differences into account. It is not the guide's objective to help make decisions. Rather, it serves as a reflective tool for inspiration so that it can help design own inclusive higher education programs.

The guide is built on our experiences in the Erasmus+ project U4INCLUSION. In addition, five experts from universities in Germany offered their expertise and relevant experience during a digital ideation workshop.

Based on these insights, the categories and guiding questions were developed to highlight decision-making moments for the development and implementation of inclusive higher education programs for people with so-called intellectual disabilities.

With this guide, we aim to support stakeholders in developing and implementing their own programs, taking into account their local contexts and individual focus. A tool to make the relevant decisions more visible in the development process can help design further qualifications and communicate them to key supporters.

In addition, the guide can be used to position one's own inclusive higher education program.



Vision



Acceptance from above

Secure support from the top and bring everyone together on a regular basis.

The heart: The engine

Study programme objective

What is your vision for the participants?
What is your vision for your university?

The crew

Design team

Put together a strong and diverse team. You may need experts for:

- ★ Pedagogical Programme Management
- ★ Project Management
- ★ Product Management
- ★ Module Management
- ★ Assistance
- ★ Programme Development
- ★ Critical Friends

My spot

Roles and functions

Be aware of the different roles and functions within the university and in designing the study programme.



Travel route

Curriculum

Design-questions to get started:

- ★ Connection to existing inclusive higher education programmes?
- ★ Duration of the study programme?
- ★ Frequency of the offer?
- ★ Cohort size?
- ★ Model: separate content, mixed/hybrid, inclusive individual?
- ★ Who teaches: project staff, professors, lecturers, tutors, buddies?
- ★ Forms of study: attendance study, distance learning, dual study, part-time study?
- ★ Official recognition: accreditation possible?
- ★ Examination formats?

Who can come on the trip?

Target group

Determine the selection criteria for participants, paying attention to diversity, strengths and assistance needs.

So that no one goes overboard



Accessibility

Ensure accessibility at all levels. For example: rooms, teaching materials and language.

Travel fund



Finance

Who finances?

- ★ The living expenses of the participants
 - ★ The teachers
 - ★ The premises
 - ★ The technical equipment for learning and work-places
- You can start your search here:
- ★ Politics
 - ★ Rehabilitation Agencies
 - ★ Integration Office
 - ★ Foundations
 - ★ National and European funding programmes
 - ★ Regular study-related funding opportunities (student loan)

Assembly

Didactics and methodology

Define contents and goals. Pay attention to person-centredness and strengths orientation. Give space for general and personal support services.

What happens at the port of destination?

Transition:

Study programme to labour market

Who can support a transition to the labour market after the study programme?



Support in the port

Network

Expand your networks:

- In the university
 - ★ Presidium
 - ★ Representatives for Diversity, Inclusion, Equality, Disability
 - ★ Public Relations
 - ★ Professors and staff
 - ★ Examinations Office
 - ★ Students
 - ★ Alumni
 - ★ Facility Management
- Outside the university
 - ★ People with disabilities
 - ★ Self-Advocacy Organisations
 - ★ Institutions for people with disabilities
 - ★ Politics
 - ★ Economy
 - ★ Critical Friends

INSTITUTE for Inclusive EDUCATION



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APPENDIX



In circle or "U"

This shape allows good visibility. Recommended for sharing and discussions and also for independent work.

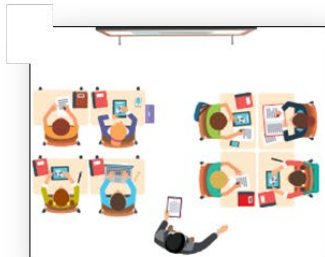


Horizontal lines

Concentration is stimulated and the students' attention is maintained. It is suitable for explanations or question and providing good visual supports.



Classroom Organization



Pairs or group of fours

Interaction is facilitated. Allows collaborative, project-based work with multiple intelligences.



Islands

It allows teacher mobility and encourages student participation. Recommended for organizing debates or games.

Adapted from AULAPLANETA (www.aulaplaneta.com)

II. STUDY PLAN OF YEAR 1.

As it was already explained at the beginning of this document, the flexible curriculum we propose is made up of two years of academic training, where the first one provides a general training of the basic skills needed to access a job, putting special emphasis on adaptive, communication and social skills; and the second one provides specialised training in a specific professional field chosen by each university. The study plans are designed foreseeing that the students attend 25 hours of classes every week (5 hours a day) during a total of 36 weeks, which sums 900 hours in one academic year.

In the following pages, we will describe in detail the contents of the study plan of year 1, which is made up of 12 subjects and the practicum:

1. Adaptive skills and emotional education.
2. Social and political participation and resources in the community.
3. Introduction to Economics and Business.
4. Oral and written communication in the working environment.
5. ICT Management.
6. Basic English.
7. Applied physical activity.
8. Functional and logical Maths.
9. Occupational Risk Prevention.
10. Environmental Awareness.
11. Employment Guidance.
12. Labour English.
13. Practicum.

SUBJECT 1: ADAPTIVE SKILLS AND EMOTIONAL EDUCATION.

- Description: In this subject, students will learn basic adaptive skills such as clothing, hygiene or self-care, as well as social skills and emotional education. This emotional education will be aimed at managing emotions at both a personal and work level and being able to reinforce self-esteem based on a SWOT self-analysis focusing on their strengths and opportunities for achievement.
- Number of hours: 100.
- Goals:

Once this subject is finished, the students should be able to:

- Develop adequate personal image guidelines (hygiene, clothing).
- Know self-care skills (health, food, accident prevention).



- Have basic knowledge for a healthy sex life.
- Manage with ease and autonomy in the community environment (transport, itineraries, and basic administrative procedures).
- Develop basic social communication and relationship skills.
- Recognize basic emotions.
- Accept and properly manage our emotions in our personal and professional lives.
- Know the patterns of correct self-esteem.
- Set goals and plan one's own life.

- Contents:

Lesson 1. Personal hygiene and clothing.

This lesson aims to give some basic personal hygiene guidelines and teach how to dress correctly.

- 1.1. Skin hygiene.
- 1.2. Hair hygiene.
- 1.3. Oral hygiene.
- 1.4. Face and hand wash.
- 1.5. Ear and nail washing.
- 1.6. Underwear.
- 1.7. Work uniform.
- 1.8. Our clothes.
- 1.9. Tips for choosing the appropriate outfit for different situations.
- 1.10. Clothing care tips.

Lesson 2. Health, well-being and accident prevention in risky situations.

The objective of this lesson is to know how to identify healthy and unhealthy habits of daily life.

- 2.1. Healthy habits.
- 2.2. Unhealthy habits.

Lesson 3. Affective and sexual relationships.

This lesson will provide a basic sexual education, teaching how to discriminate sexual behaviors and affective manifestations of intimacy from those that can be publicly expressed according to the social context in which they occur.

- 3.1. Identity and sexual orientation
- 3.2. Sexual and affective relationships.
- 3.3. Sexual harassment: how to identify and avoid situations of sexual harassment.
- 3.4. Contraceptive methods.

3.5. Sexually transmitted diseases.

Lesson 4. Food and eating habits.

This lesson will teach good eating habits and basic nutrition concepts.

- 4.1. Eating habits.
- 4.2. Foods.

Lesson 5. Social autonomy (I): basic documents.

This lesson will explain the main personal documents used in the own country, their use and the procedures to acquire them.

- 5.1. Identity card.
- 5.2. Driving document.
- 5.3. Passport.
- 5.4. Health card.
- 5.5. Certificate of disability and Disability Card.
- 5.6. Public transport cards.
- 5.7. Other administrative documents of interest.

Lesson 6. Social autonomy (II): Itineraries and use of transports.

This lesson includes the basics tips of transportation and itineraries. In addition, from a very practical perspective, the main public transports and infrastructures from the own city and region will be explained. Special attention will be paid to the accessibility measures and requirements of the different transportation means. The use of maps, plans and Information and Communication Technologies (ICT) for location or the request for help, if necessary, will be also dealt with.

- 6.1. What is transportation?
- 6.2. What is an itinerary?
- 6.3. Main private transports
- 6.4. Main public transports
- 6.5. Use of maps and ICT for location.
- 6.6. Request for help.

Lesson 7. The use of community services.

This lesson will explain the main community services and the social norms of behavior.

- 7.1. Health services.
- 7.2. Social services.



- 7.3. Educational services.
- 7.4. Sports services.
- 7.5. Public security services.
- 7.6. Other services.
- 7.7. The importance of maintaining socially expected roles in community services.

Lesson 8. Social skills.

This lesson is intended to teach the basic aspects of social skills and behaviors, and to help each student do a self-assessment of his or her social skills.

- 8.1. Concept and utility of social skills.
- 8.2. Basic social interaction skills.
- 8.3. Social connections and how to form them.
- 8.4. Expression of emotions, feelings and opinions.
- 8.5. Self-assertiveness and assertiveness skills.
- 8.6. Conversational skills (verbal or non-verbal).
- 8.7. Conflict management skills.

Lesson 9. Emotions, and how to manage them properly.

This lesson will teach students to manage, identify and express their emotions appropriately.

- 9.1. Emotions and their impact on our life.
- 9.2. The 5 authentic emotions.
 - 9.2.1. Joy: pleasure in our personal and professional life.
 - 9.2.2. The fear in our personal and professional life.
 - 9.2.3. The rage in our personal and professional life.
 - 9.2.4. Sadness in our personal and professional life.
 - 9.2.5. Affection in our personal and professional life.
- 9.3. How to properly manage our emotions.

Lesson 10. Self-esteem and confidence.

The students will know what self-esteem is and learn to focus more on the person's abilities and strengths than on limitations and impairments, trying to create a pleasant and supportive climate for the person.

- 10.1. What is self-esteem?
- 10.2. What are the bases of self-esteem?
- 10.3. How to deal with prejudices against persons with disabilities and not let them affect one's self-esteem.
- 10.4. How self-esteem influences everyday life.
- 10.5. SWOT Analysis (Weaknesses, Threats, Strengths, Opportunities).
- 10.6. The importance of setting goals and planning one's life.

- Specific methodological requirements:

The nature of this subject requires a personalized approach, focusing on the individual and his or her competences and circumstances, and helping each one of the students to reflect on their personal experiences. To achieve these goals, tutorial action is especially important. Therefore, both individual and group tutorial sessions will be held. Practical activities on the different questions taught in this subject, especially in lessons 5 to 8, will also be conducted, including visits to different community services and resources.

SUBJECT 2: SOCIAL AND POLITICAL PARTICIPATION AND RESOURCES IN THE COMMUNITY.

- Description: This subject is intended to encourage the active engagement of students in social, political and cultural life and the exercise and defense of their rights. At the same time, it will help them acquire basic democratic values –like mutual respect, openness to dialogue and tolerance- and foster their commitment to equality and diversity.
- Number of hours: 40
- Goals:

Once this subject is finished, the students should be able to:

- Know the rights of persons with disabilities, and involve themselves actively in their defense
- Know the basic features of the political system of their own country.
- Know the meaning of democracy.
- Develop democratic values.
- Develop concerns for social, political and cultural participation.
- Develop a sense of solidarity.
- Develop respect for equality and diversity.
- Identify any discriminatory stereotypes.
- Identify, reject and eliminate any kind of sexist behavior.
- Know the main cultural and sport resources, as well as support services for persons with disabilities, provided in their community.



- Contents:

Lesson 1. Rights of persons with disabilities.

This lesson is intended to provide a basic knowledge of the Convention on the Rights of Persons with Disabilities and the main rights recognized by the Convention, as well as, when appropriate, the degree of recognition and implementation of the rights in domestic law.

- 1.1. The Convention on the Rights of Persons with Disabilities: basic data (what it is, date of approval, number of ratifications).
- 1.2. The concept of disability: interaction between impairment and barriers. The concept of barriers.
- 1.3. Main rights recognized by the Convention:
 - 1.1.1. Equality and non-discrimination.
 - 1.1.2. Accessibility.
 - 1.1.3. Equal recognition before the law.
 - 1.1.4. Access to justice.
 - 1.1.5. Freedom from torture and inhuman treatment.
 - 1.1.6. Liberty of movement.
 - 1.1.7. Independent living.
 - 1.1.8. Respect for home and the family.
 - 1.1.9. Right to education.
 - 1.1.10. Right to health.
 - 1.1.11. Right to work.
 - 1.1.12. Right to political participation.
 - 1.1.13. Right to participation in cultural life, recreation, leisure and sport.

Lesson 2. The democratic system.

This lesson will provide a general explanation of democracy, a basic comprehension of the national political system and a description of the main values which are necessary for optimal functioning of democracy. It will also stress the importance of participating in elections and will provide some general orientations –with full respect of political neutrality- to decide on who to vote.

- 2.1. What is democracy?
- 2.2. The political system. The different levels of government (local – regional - national – European Union). The political parties.
- 2.3. The importance of voting. How to take the decisions on one´s vote.
- 2.4. Democratic values: Mutual respect. Openness to dialogue. Tolerance. Respect for everyone´s rights.

Lesson 3. Other forms of social participation.

Other forms of participation in social life different from political participation will be presented in this lesson. Participation in associations, in cultural life and sports will be encouraged. Special attention will be devoted to associations of persons with disabilities, underlining their role in decision-making processes concerning issues relating to persons with disabilities, recognized in article 4.2 of the Convention and, in many countries, by national laws. Special attention will be devoted also to voluntary work, their forms and the values necessary for successful volunteering.

Participation in associations. Associations of persons with disabilities. Their role.

- 3.1. Solidarity and volunteering.
- 3.2. The concept of solidarity. The importance of solidarity with vulnerable groups and persons who face injustice
 - 3.2.1. Concept, types and forms of volunteering. Social and environmental volunteering. Corporate volunteering. Reasons to do volunteering
 - 3.2.2. Basic attitudes for volunteering: Spirit of sacrifice. Respect. Empathy.
 - 3.2.3. Participation in cultural life and sports.

Lesson 4. Equality and diversity.

This lesson will analyze the main discriminatory prejudices and attitudes still embedded in common mentality, with special attention to sexist attitudes. Equality among men and women will also be dealt with, including a short study of the Convention on the Elimination of All Forms of Discrimination against Women, and paying special attention to the intersectional discrimination of women with disabilities. Other forms of discrimination, as racial discrimination or discrimination according to sexual orientation, will also be treated.

- 4.1. The prejudices. How to recognize, identify and eliminate them.
- 4.2. Sexist attitudes and behaviors.
- 4.3. Equality among men and women.
 - 4.3.1. Main forms of discrimination against women still present in modern societies. The gender pay gap. Gender violence.
 - 4.3.2. The Convention on the Elimination of All Forms of Discrimination against Women.
 - 4.3.3. Multiple discrimination of women with disabilities.
- 4.4. Other forms of discrimination. Racial discrimination. Discrimination according to sexual orientation.



Lesson 5. Resources in the community.

Finally, the last lesson will be devoted to present, with a fully practical approach, the main resources for participation in cultural life and sports, as well as support services for people with disabilities, provided in the community.

- 5.1. Cultural and sport resources and facilities.
- 5.2. Support services for persons with disabilities.

- Specific methodological requirements:

According to the specific contents of this subject, the following methodologies will be used, among others:

- Debates on current issues.
- Comparison between the situation and sociopolitical features in students' own country and other countries of Europe.
- Case-method (analysis of cases depicting situations of discrimination, sexist attitudes and behaviors, etc.)
- Extra-academic activities, as attendance of cultural events or volunteering activities.

SUBJECT 3: INTRODUCTION TO ECONOMICS AND BUSINESS.

- Description: This subject is intended to provide students a basic comprehension of economic life and business organization, which they might need as future employees of a company. It will be also achieved to help students learn the value and use of money and be able to make decisions in economic and financial matters in their own life.
- Number of hours: 40
- Goals:

Once this subject is finished, the students should be able to:

- Know what is economy, and the basic economic concepts.
- Understand the function of money.
- Manage their own money, and take elementary decisions on economic and financial matters.
- Understand the function and use of bank accounts and credit cards.
- Identify the different kinds of business companies.
- Identify the kinds of relations that are established within a company.
- Interpret and manage the basic documentation used in a company.
- File or write basic documents.
- Archive and search documents, both in physical and digital settings.

- Contents:

Lesson 1. Basic concepts of economy.

In this lesson, a general introduction to economy will be provided, so that the students understand what it is and how it works.

- 1.1. What is economy?
- 1.2. Basic concepts of economy: resources, goods and services, needs.

Lesson 2. The money.

This lesson will focus mainly on personal economy: after a general explanation of the origin and function of money within the economic system, students will be provided basic guidelines on the use of money, planning for saving, the use and functions of bank accounts and credit cards, and the adoption of decisions on economic and financial matters.

- 2.1. The function of money.
- 2.2. The use of money.
- 2.3. The importance of savings. Bank accounts and credit cards.
- 2.4. How to take economic decisions in every day's life.

Lesson 3. The enterprise or company.

The basic concepts of business organization shall be dealt with in this lesson.

- 3.1. What is an enterprise?
- 3.2. Human and material resources in the enterprise.

Lesson 4. Types of companies.

Students shall learn to differentiate the economic sectors and the companies belonging to each of them, as well as to differentiate among small, medium and large companies according to its number of workers, and among local, national and multinational companies.

- 4.1. Types of companies according to their economic sector.
- 4.2. Types of companies according to their size.
- 4.3. Types of companies according to their range of operation.

Lesson 5. Human relations within the company.

Completing the basic study of business organization provided in lesson 3, lesson 5 will analyze the basic human relations which a company establishes: external relations with clients and providers, and internal relations among the employees, paying also attention to the



organization of the company in Departments and the existence of a hierarchical chain of command.

- 5.1. External relations.
- 5.2. Internal relations: intradepartmental and interdepartmental relations. Hierarchy within the company. The importance of a good working atmosphere.
- 5.3. Professional secrecy and confidentiality.

Lesson 6. Main documents used in a company.

In Lesson 6, students will learn to interpret, write or file, archive and search the different kinds of basic documents used in companies.

- 5.4. External documents: official and private documents.
- 5.5. Internal documents.
- 5.6. How to archive and search documents. Digital documents and printed documents.

- Specific methodological requirements:

According to the specific contents of this subject, different practical methodologies will be used, especially in lessons 2 and 6, such as:

- Case studies.
- Practical activities involving the use of money and credit cards.
- Practical activities using real documents and involving the different kinds of documents used in companies.

SUBJECT 4: ORAL AND WRITTEN COMMUNICATION IN THE WORKING ENVIRONMENT.

- Description: In this subject, students will develop their communication skills, and will learn to communicate orally in an appropriate manner depending on the context. Written communication will be also reviewed, emphasizing the rules of spelling, syntax and grammar and learning to draft texts for the different situations that can be found in the working environment. Finally, a preliminary approach to Easy Language will be provided, so that students become familiar with it and are able to compose texts in Easy Language.
- Number of hours: 60
- Goals:

At the end of this subject, students should be able to:

- Communicate their own feelings, preferences and opinions

- Know how to express oneself correctly and fluently in oral and written language.
- Establish quality and effective communication.
- Lose the fear to talk in public.
- Learn the importance of the information that is transmitted with non-verbal communication.
- Know how to write correctly any type of text, respecting the different rules and structures.
- Know the techniques of assertive communication.
- Undertake fluently any type of communicative context.
- Understand the use of Easy Language
- Compose simple texts in Easy Language

- Contents:

Lesson 1. The concept of communication and its types.

This lesson aims to give an overview of communication and the elements that it comprises.

- 1.1. What is communication?
- 1.2. Communication elements.
- 1.3. Types of communication.
- 1.4. Communication models.
- 1.5. The importance of communicating one's feelings, preferences and opinions.

Lesson 2. Oral or verbal communication.

This lesson will explain what is oral communication, and its types. A deeper study of the rules of appropriate communication will be dealt with in Lesson 5.

- 2.1. What is oral communication?
- 2.2. Types of oral communication.

Lesson 3. Non-verbal communication.

In this lesson, the elements of oral non-verbal communication and their role in communication will be analyzed. Students will learn to use and understand non-verbal communication.

- 3.1. What is nonverbal communication?
- 3.2. Characteristics of non-verbal communication.
- 3.3. Types of non-verbal communication.
 - 3.3.1. Facial expressions.
 - 3.3.2. Gestures.



- 3.3.3. Body posture.
- 3.3.4. Appearance.
- 3.3.5. Body movements (kinesics).

Lesson 4. Assertive communication.

In this lesson, we will talk about assertive communication, its importance and how to communicate assertively.

- 4.1. What is assertive communication?
- 4.2. How to communicate assertively.
- 4.3. What is assertive communication for?

Lesson 5. Conversation and oral presentations.

This lesson will help students to communicate themselves orally, according to their capabilities and skills. The rules of appropriate oral communication and the different styles depending on the context will be also dealt with.

- 5.1. What does it mean to have a conversation?
- 5.2. Important factors for a conversation
- 5.3. Types of conversation
- 5.4. Steps and tips for a good oral presentation.

Lesson 6. Written communication.

Lessons 6 and 7 will help students to communicate themselves in a written form, according to their capabilities and skills. Furthermore, the basic spelling and grammar rules will be explained in Lesson 6, and Lesson 7 will focus on the structure and composition of texts.

- 6.1. Written communication, its importance and use.
- 6.2. The use of verbs and nouns. The construction of sentences.
- 6.3. Basic spelling rules.
- 6.4. Common syntax errors.

Lesson 7. The process of writing a text.

- 7.1. The composition of a text.
- 7.2. Structure of a text.
- 7.3. Coherence, cohesion and adequacy.

Lesson 8. Easy Language.

In Lesson 8, a preliminary approach to Easy Language will be provided. Students will be able to know what it is and its use and will learn to compose simple texts in Easy Language.

8.1. Easy Language. Its use.

8.2. Tips to write in Easy Language.

- Specific methodological requirements:

The perspective of this subject is predominantly practical and should use therefore a practical methodology, above all in lessons 5 to 8, with oral presentations and compositions by the students. Of course, teaching will be focused on helping the students to communicate themselves, and only secondarily on the knowledge of spelling, grammar and composition rules.

SUBJECT 5: ICT MANAGEMENT.

- Description: In this course, basic concepts of computers and their use, management of the basic software, the use of the Internet, as well as the use of smartphones as work tools, will be presented.
- Number of hours: 50
- Goals:

Once this subject is ended, students should be able to:

- Identify the essential components of a computer and know how they work
- Know and run the basic software used in workplaces:
 - Use the graphic presentation applications to present documentation and information in a professional manner.
 - Use the spreadsheet.
 - Use the word processor.
- Know the basic concepts of Internet, as well as the different types of networks and their characteristics.
- Know the online communication systems:
 - Email: Use email to send and receive messages.
 - Instant messages: main programs.
 - Video calls: main programs.
- Identify the essential components of a smartphone and know how it works.



- Contents:

Lesson 1. Computers and their devices.

This lesson is intended to provide a general introduction to the computer, its parts and its basic tools, as well as to its different devices.

- 1.1. The Central Processing Unit (CPU)
- 1.2. Turn on/off a computer.
- 1.3. Shutdown a computer / Restart a computer.
- 1.4. Desktop.
- 1.5. Basic tools (calculator).
- 1.6. Folders, files, drives.
- 1.7. Mouse.
- 1.8. Keyboard.
- 1.9. Speakers / Volume.
- 1.10. Webcam.

Lesson 2. Using the programs.

In this lesson, students will get a general overview of the different programs and applications and how to access them.

- 2.1. Basic concepts of computer programs.
- 2.2. Using programs.

Lesson 3. Office: presentations, spreadsheets and texts.

This lesson will provide students a comprehensive knowledge of the main Office programs, especially word processor, graphic presentations and spreadsheet. This is the central lesson of the subject, to which special attention will be devoted, with all the time needed for successful learning.

- 3.1. Introduction to Office.
- 3.2. Written documents.
- 3.3. Presentations.
- 3.4. Spreadsheets.

Lesson 4. Internet and social networks.

The students will learn the use and management of the Internet. Special attention will be paid also to the most frequently used social networks.

- 4.1. Introduction to the Internet.
- 4.2. Network or cable connection.
- 4.3. Internet browsers.

4.4. Social networks.

4.5. Responsible and healthy use of the Internet and social networks.

Lesson 5. On-line communication systems.

Students will know the main on-line communication tools, and the main applications used.

5.1. Email.

5.2. Instant messages.

5.3. Video-calls and virtual meetings.

5.4. Discussion forums.

Lesson 6. The smartphone.

This lesson will explain the main tools of smartphones, and the tips for a responsible and healthy use of them.

6.1. What is a Smartphone?

6.2. Tools and applications. Tools to support the use of smartphones by persons with disabilities.

6.3. Use of mobile data.

6.4. Responsible and healthy use of smartphones.

- Specific methodological requirements:

The development of this subject requires that a personal computer is available for each one of the students. The classes will have a prominently practical character, using the computer all together.

SUBJECT 6: BASIC ENGLISH (ENGLISH I).

- Description: The aim is to enable students to use English in a simple but adequate and effective way, both in its spoken and written form, in everyday situations related to their immediate needs. Short texts and messages on specific topics of a general nature will be taught, and a basic repertory of frequent and standard language resources will be provided.
- Number of hours: 100
- Goals:

Once this subject is finished, the students should be able to:

- Understand the general meaning, main points and specific information of short oral texts transmitted by voice or technical means (television, telephone, etc.).



- Communicate understandably by producing short oral texts, mainly in face-to-face communication, but also by telephone or other technical means.
- Understand the general meaning, main points and specific information of short texts with a simple structure and common vocabulary.
- Write short and simply structured texts using appropriate cohesive resources and essential spelling and punctuation conventions.

- Contents:

Lesson 1. Greetings and introductions.

This lesson is intended to provide students the grammar and vocabulary tools needed to greet people, introduce themselves and answer simple questions.

- 1.1. Grammar: Verb "be"; pronouns I, you, etc.; Possessive adjectives: my, your, etc.; a/an; Plurals; this/that/these/those.
- 1.2. Vocabulary: Numbers 1-1000; Days of the week; Countries and nationalities; Personal information; the classroom; Common objects; Classroom language.

Lesson 2. My life outside of the university.

This lesson is intended to provide students the grammar and vocabulary tools needed to be able to talk about everyday activities outside of the university.

- 2.1. Grammar: Present simple; a/an + jobs; Possessives.
- 2.2. Vocabulary: Verb phrases; Irregular plurals; Jobs; Family.

Lesson 3. Explaining routines.

This lesson is intended to provide students the grammar and vocabulary tools needed to explain daily day routines.

- 3.1. Grammar: Adjectives; telling the time; adverbs of frequency; prepositions of time.
- 3.2. Vocabulary: Adjectives; daily routines; time words and expressions; the date.

Lesson 4. Let's talk about hobbies.

This lesson is intended to provide students the grammar and vocabulary tools needed to talk about those things a person likes to do in their leisure time: reading, doing sports, etc...

- 4.1. Grammar: Can/can't; like + (verb + -ing?); object pronouns: me, you, him, etc.; Possessive pronouns: mine, yours, etc.
- 4.2. Vocabulary: Free time activities; Music.

Lesson 5. Communicate past experiences.

This lesson is intended to provide students the grammar and vocabulary tools needed to talk about past events.

- 5.1. Grammar: Past Simple of “to be”: was/were; Past Simple of regular/irregular verbs.
- 5.2. Vocabulary: Word formation; Past time expressions (-ed endings); Go, have, get; Irregular verbs.

Lesson 6. Asking for directions.

This lesson is intended to provide students the grammar and vocabulary tools needed for orientation in new places.

- 6.1. Grammar: There is/there are/there was/there were; Present Continuous.
- 6.2. Vocabulary: Houses and furniture; Prepositions of places; Places in a city.

Lesson 7. A healthy diet.

This lesson is intended to provide students with the grammar and vocabulary tools needed to talk about food and eating habits.

- 7.1. Grammar: Countable nouns a/an, some/any; How much/how many?; Quantifiers: a lot, not much, etc.; Be going to (plans, predictions).
- 7.2. Vocabulary: Food; countable/uncountable nouns; drinks; holidays.

- Specific methodological requirements:

This subject expects students to take an active role in all sessions, maximizing their use of English. Therefore, the teacher will have to:

- Create highly structured lesson plans.
- Provide warm-up exercises.
- Present the goals of each lesson.
- Provide wide opportunities to put into practice those goals.
- Provide real-world situations to make it easier for students to understand the use of each learning content.
- Be a facilitator in the classroom, encouraging students to use English language as often as possible.



SUBJECT 7: APPLIED PHYSICAL ACTIVITY.

- Description: This subject aims to use the concept of physical activity as a tool to promote students' effortful and goal-directed cognition and behavior (i.e. executive functions), and to train in this way skills and competences which are basic for the performance of a job. Besides, it will provide a wide range of activities associated with the development of an active and healthy lifestyle.
- Number of hours: 80 (40 hours of theoretical sessions and 40 hours of practical sessions).
- Goals:

Theoretical sessions:

Once this subject is finished, the students should be able to:

- Know the benefits of physical activity.
- Know what is a sedentary behavior, and its negative effects.
- Get familiar with healthy eating habits.
- Know the basic principles of nutrition and energy balance.
- Understand what postural hygiene at work is based on, to avoid possible injuries.

Practical sessions:

Once this subject is finished, the students should be able to:

- Work together with his and her classmates.
- Communicate ideas and thoughts in a group setting.
- Make decisions to solve problems.
- Develop the ability of self-managing to cope with frustrating situations.
- Improve flexible thinking (i.e. thinking out of the box)
- Manage an action plan and keep it mentally in the time.

- Contents:

Lesson 1. What is physical activity?

This lesson will help students to understand why practice physical activity is important for their quality of life. They will study different form meditaci3ns of physical activity and what benefits it can have in their bodies.

- 1.1. What is physical activity, sport and physical exercise?
- 1.2. Benefits of physical activity.
 - 1.2.1. Physical benefits.
 - 1.2.2. Cognitive benefits.

1.2.3. Psychological benefits.

1.3. Practical contents should be focused on activities that work on aspects such as team building and communication skills, paying special attention to the practice of non-verbal communication.

Lesson 2. Sedentary behaviors

This lesson is focused on understanding that insufficient physical activity is one of the leading risk factors for global mortality. In this context, the recommendations of the World Health Organization regarding the practice of regular physical activity will be explained.

2.1. Main negative effects of sedentary behaviors: Obesity and overweight.

2.2. Recommendations on Physical activity for Health according to the World Health Organization (WHO).

2.3. Strategies to increase physical activity levels.

2.4. Practical contents should be focused on activities that work on aspects such as making decisions to solve problems.

Lesson 3. Healthy eating habits.

This lesson is intended to provide students a general view about the main nourishments, in order to understand what a balanced diet is and what healthy eating habits are.

3.1. What is the Food Pyramid?

3.2. The negative impact of unhealthy eating.

3.3. Food and energy balance.

3.4. Practical contents should be focused on activities to work self-control and tasks to improve creative thinking.

Lesson 4. Postural education.

This lesson aims to provide students a general comprehension of basic aspects of postural hygiene, to use the body in the correct way for each task they have to do.

4.1. Basic aspects of postural hygiene.

4.2. Activities in everyday life:

4.2.1. Lying in Bed.

4.2.2. Getting up.

4.2.3. Sitting in a table.

4.2.4. Weight lifting.

4.3. Strategies to improve our body posture.

4.4. Practical contents should be focused on perform different activities to correct and improve postural habits that can trigger injuries in the body.



Lesson 5. Breathing and relaxation

This lesson will be oriented to learn some relaxation techniques for stress management, as well as to increase body recognition and body scheme.

- 5.1. Relaxation by controlling breathing.
- 5.2. Prepare for effective mood relaxation.
- 5.3. Muscle stretching as an alternative relaxation training.
- 5.4. Practical content should be focused on relaxation and musical activities to improve concentration, body scheme and awareness of the body state.

- Specific methodological requirements

The perspective of this subject is predominantly practical and should use therefore a practical methodology:

- Guided discovery learning where instructions are presented by the teacher, with a more student- and task-centered approach.
- Role-playing activities to enhance leadership and decision making.
- Safe opportunities to talk in a group sharing thoughts and experiences.
- Inclusive activities with students without disabilities to foster social relationships and communication abilities.
- Working in different environments at the University to promote adaptation to new working environments.
- Use sport as a tool to implement contents, not as an end in itself.

There will be theoretical sessions, which will take place in the classroom, and practical sessions, which will be held in a sports facility, with the appropriate sport clothing.

The activities will be adapted to the specific circumstances of each student, including those with a physical disability.

SUBJECT 8: FUNCTIONAL AND LOGICAL MATHS.

- Description: In this subject, students will review basic mathematical concepts as well as primary operations such as addition, subtraction, multiplication, and division. They will also put into practice the rule of three, and will acquire more familiarity with money management, units of measurement, and the solution of mathematical problems in everyday life.
- Number of hours: 45
 - Goals:
At the end of this subject, students should be able to:

- Understand the basic mathematical concepts of classifying, serializing, and mapping.
- Understand the concept of number and place value.
- Identify and recognize the mathematical operations necessary in the activities of daily life.
- Acquire basic mathematical concepts related to time, space, and measurements and weighing for the accomplishment of daily tasks.
- Being able to apply mathematics for planning and organization.
- Solve routine and non-routine problems in everyday contexts that include money, selecting and using the appropriate operation.

- Contents:

Lesson 1. Pre-numerical skills.

In this first lesson, pre-numerical skills will be developed to have a basis to understand the concepts developed in the following lessons.

- 1.1. Classification.
- 1.2. Seriation.
- 1.3. Correspondence.
- 1.4. Sense of number.
- 1.5. Numeration.
- 1.6. Place value.

Lesson 2. Mathematical Operations I: Addition and subtraction.

In lessons 2 and 3, basic mathematical operations will be reviewed and practiced. Although most students will have learnt them in secondary education, it is frequent that persons with intellectual disabilities have special difficulties for basic calculation, and therefore these concepts and operations will be reinforced.

- 2.1. Addition and subtraction operations.
- 2.2. Practice with calculator.
- 2.3. Reading comprehension of problems to know how to differentiate between addition and subtraction.
- 2.4. Dynamics with banknotes and coins of addition and subtraction problems.

Lesson 3. Mathematical Operations II: Multiplication and Division

- 3.1. Multiplication and division operations.
- 3.2. Practice with the calculator.
- 3.3. Reading comprehension of problems to know how to differentiate between multiplication and division.
- 3.4. Dynamics with banknotes and coins of multiplication and division problems.



Lesson 4. Measurement units

In this lesson, the main measurement units of length, volume, weight, time, etc., will be reviewed, and basic calculation operations with them will be practiced.

- 4.1. Introduction to units of measurement.
- 4.2. Main units of measurement.
- 4.3. Practical examples.

Lesson 5. Logic.

This lesson is intended to explain and practice the rule of 3.

- 4.4. Operations of the rule of 3.
- 4.5. Practice with the calculator.
- 5.1. Reading comprehension of problems to know how to apply and solve the rule of 3.
- 5.2. Dynamics with bills and coins of rule of 3 problems

Lesson 6. Money management.

The purpose of this lesson is to achieve independence in the management of money, through the recognition of coins and bills, and the practice of samples of basic operations with money in everyday life. It is complementary to Lesson 2 of Subject 3, but in this subject a more practical approach is intended, involving mainly basic mathematical operations with money.

- 6.1. Euro and its division (cents).
- 6.2. Coins and banknotes and their combination (with physical material).
- 6.3. Operations with euros and cents in the calculator.
- 6.4. Handling of purchases, payments, returns and exchanges (with physical material).

- Specific methodological requirements:

In this subject, a student-centered approach is especially necessary, so that each student can advance at his or her own pace and can understand concepts and practice mathematical operations of increasingly greater complexity according to his or her capacity. Of course, this subject will have a predominantly practical approach and involve mainly the practice of mathematical operations and the solution of problems.

SUBJECT 9: OCCUPATIONAL RISK PREVENTION.

- Description: This subject is intended to provide students a comprehensive knowledge of the basic principles of occupational health and safety and the main risk factors in the workplace. The most usual hazards that can occur while performing a job and the measures to avoid them will be thoroughly studied.
- Number of hours: 55
- Goals:

Once this subject is finished, the students should be able to:

- Know the basic principles of occupational health and safety.
- Identify and prevent the main risk factors in the workplace.
- Know, identify and prevent the most usual hazards that can occur while performing a job.
- Know when and how to use individual protection equipment.
- Understand the different emergency and evacuation signals.
- Know the basic guidelines on fire prevention.
- Know how to act in the event of a fire or another kind of emergency.

- Contents:

Lesson 1. Occupational risks and risk factors.

This lesson will teach students what is an occupational risk, how to detect risk factors and the main kinds of risk factors that might appear in the workplace.

- 1.1. Concepts of occupational risk and occupational risk prevention.
- 1.2. Risk factors. How to detect them.
- 1.3. Main risk factors.
 - 1.3.1. Risk factors related to the organization and internal relations within the company. The importance of a good working atmosphere.
 - 1.3.2. Risk factors related to the environment (noise, vibrations, smells, quality of air, etc.).
 - 1.3.3. Risk factors related to the mental and physical workload.
 - 1.3.4. Risk factors related to safety conditions.
 - 1.3.5. Risk factors related to the use of chemical or biological products.



Lesson 2. Accidents on the way to work.

In lessons 2 to 8, a study of the most usual occupational hazards will be carried out, identifying its main causes and explaining the prevention measures that should be implemented by the employee.

2.1. Causes.

2.2. Prevention measures.

Lesson 3. Accidents involving falls.

3.1. Causes.

3.2. Prevention measures.

Lesson 4. Accidents involving ladders and stairways.

4.1. Accidents involving ladders: causes and prevention measures.

4.2. Accidents involving fixed staircases: causes and prevention measures.

Lesson 5. Accidents involving blows and crashes.

5.1. Causes.

5.2. Prevention measures.

Lesson 6. Accidents involving doors.

6.1. Causes.

6.2. Prevention measures.

Lesson 7. Risks related to lack of order and cleanliness.

7.1. Most usual accidents caused by disorder and uncleanliness.

7.2. Prevention measures.

Lesson 8. Electric risks.

8.1. Most usual accidents.

8.2. Prevention measures.

Lesson 9. Specific risks of certain working areas.

To complement the study of the most usual general occupational hazards undertaken in lessons 2 to 8, lesson 9 will deal with specific hazards of certain working areas or employments. When it is convenient, the professor or teacher responsible for this subject will add, taking into account the profile and areas of interest of the students, other activities or working areas to the four that are proposed below.

- 9.1. Specific risks of storage rooms: causes and prevention measures.
- 9.2. Specific risks of shops: causes and prevention measures.
- 9.3. Specific risks of kitchens, bars and restaurants: causes and prevention measures.
- 9.4. Specific risks of schools and educational settings: causes and prevention measures.

Lesson 10. Individual protection equipment.

This lesson will explain the importance of using individual protection equipment for certain jobs or activities and will show the students some examples of individual protection equipment and the main rules to use them.

- 10.1. What is individual protection equipment?
- 10.2. How to use it.

Lesson 11. Emergency situations.

With a fully practical approach, in lessons 11 and 12 students will learn the meaning of the emergency and evacuation signals most commonly used and will be taught how to act in the event of an emergency, especially a fire, an accident or any circumstance that requires evacuation. The use of fire extinguishers and basic first aid techniques, including cardiopulmonary resuscitation, will be trained.

- 11.1. Possible emergencies at the workplace.
- 11.2. Emergency and evacuation signals.
- 11.3. Fire prevention and fighting.

Lesson 12. Helping in an accident.

- 12.1. How to act in the event of an accident.
- 12.2. Emergency calls: 112.
- 12.3. Basic first aid techniques.



12.4. Cardiopulmonary resuscitation.

- Specific methodological requirements:

The development of this subject will include the visit to companies of different sectors of activity, so that the students can visually identify risk factors, causes that might provoke different kinds of accidents, prevention measures and the use of individual protection equipment, and emergency and evacuation signals.

In lessons 11 and 12, the practical use of fire extinguishers and first aid techniques, including cardiopulmonary resuscitation, will be trained with the help of simulation exercises.

SUBJECT 10: ENVIRONMENTAL AWARENESS.

- Description: As the title of this subject clearly states, its main purpose is to foster environmental awareness in students, showing them the main environmental problems, and promoting the development of pro-environmental attitudes and behaviours, to encourage them to be part of a more sustainable society.
- Number of hours: 30
- Goals:

Once this subject is finished, the students should be able to:

- To know the main environmental problems and the causes that generate them.
- Become aware of the role of society in curbing environmental problems.
- Become aware of the importance of individual action to minimize negative impacts on the environment.
- Know the Sustainable Development Goals

- Contents:

Lesson 1. Environment and sustainable development.

This lesson is intended to provide students an overview of the main environmental issues and introduce them to the concept of sustainable development.

- 1.1. The environmental crisis.
- 1.2. Sustainable development - Sustainable Development Goals.
- 1.3. Moving towards sustainability.

Lesson 2. Energy use and climate impact.

This lesson focuses on knowing the different types of renewable energies that exist and their relationship with climate change.

- 2.1. Energy supply and use.
- 2.2. The energy crisis.
- 2.3. Renewable energy sources and climate change.
- 2.4. Energy-saving at home.

Lesson 3. Sustainable mobility.

This lesson addresses the basic foundations of sustainable mobility.

- 3.1. A culture of mobility and lifestyle.
- 3.2. Environmental and social advantages of collective public transport.

Lesson 4. Waste management.

This lesson aims to learn how to recycle different types of waste and their impact on the environment.

- 4.1. Waste classification and environmental problems.
- 4.2. Recycling.
- 4.3. Waste management - sustainable end-of-life of products.
- 4.4. Consumption - sustainable use of products.

- Specific methodological requirements:

This subject needs to promote students' critical thinking skills. So, this subject will follow a specific methodological process based on:

- Reading of texts and documents, or screening of videos, related to the content, to generate debates and exchange of opinions among students.
- Promoting written reflection and argumentation.
- Studying case studies happening in students' cities/towns.
- Practical work of application and contextualization of learning.

SUBJECT 11: EMPLOYMENT GUIDANCE.

- Description: This subject provides the students a general training and guidance to be able to obtain and perform a job. For this purpose, issues as the procedures for job search, the



curriculum vitae and personal job interview, or the main rights and duties of employees shall be dealt with.

- Number of hours: 40
- Goals:
 - Once this subject is finished, the students should be able to:
 - Know the different procedures and techniques for job search.
 - Write a curriculum vitae.
 - Attend appropriately and successfully a job interview.
 - Know the basic rights and duties of an employee.
 - Know the specific national regulations concerning the employment of persons with disabilities.
 - Identify the different types of employment contracts.
 - Interpret a payslip.
- Contents:

Lesson 1. Searching for a job.

This lesson will instruct students on different ways, procedures and web portals most frequently used to search for a job.

1.1. Public services of labor intermediation.

1.2. Web portals on employment.

Lesson 2. The curriculum vitae.

The aim of this lesson is that each student learns to prepare, write and submit appropriately his or her curriculum vitae.

2.1. Concept of "Curriculum vitae".

2.2. Structure and elements of the curriculum vitae. How to prepare and write it.

Lesson 3. The job interview.

In this lesson, the main usual contents of a job interview will be presented, and students will learn to attend it appropriately and successfully.

3.1. The preparation of a job interview.

3.2. Personal image and appropriate behavior during the interview.

3.3. Content of the interview. How to answer questions. Questions that may be asked by the interviewer. Questions that may be asked by the interviewee.

3.4. After the interview: self-analysis of the result.

Lesson 4. Basic aspects of Labor Law.

This lesson is intended to provide students a general comprehension of basic aspects of Labor Law that an employee should know, with special attention to the rights and duties of employees, as well as the specific regulations concerning the employment of persons with disabilities, especially the reservation quota for workers with disabilities if it exists in national law.

- 4.1. 4.1. Basic rights of employees.
 - 4.1.1. Right to non-discrimination.
 - 4.1.2. Freedom of association. Concept of the trade union. The role of trade unions. Collective agreements.
 - 4.1.3. Right to strike.
 - 4.1.4. Regulation of paid and unpaid leaves.
 - 4.1.5. Other rights of employees.
- 4.2. Basic duties of employees.
- 4.3. Specific regulations concerning the employment of persons with disabilities. The reservation quota. Incentives and aids for hiring persons with disabilities.
- 4.4. The employment contract.
 - 4.4.1. Concept of employment contract.
 - 4.4.2. Types of employment contracts. Indefinite contracts. Temporary contracts. Part-time contracts.

Lesson 5. The pay slip.

This lesson will provide students the basic information to be able to interpret a pay slip, describing its different parts and the various concepts that are included in it.

- 5.1. What is a pay slip.
- 5.2. Parts of a pay slip. Concepts included.

- Specific methodological requirements:

The perspective of this subject is predominantly practical and should use therefore a practical methodology, above all in lessons 1, 2, 3 and 5. Among others, the following activities should be implemented:

- Practical use of web portals of job offers
- Revision by the students of different examples of curriculum vitae



- Drafting by each student of her or his curriculum vitae, which should be revised and corrected by the teacher
- Role-playing of job interviews, where the teacher or monitor interviews another teacher or monitor, and critical analysis of the interview by the students
- Role-playing of job interviews, where the teacher or monitor interviews some students, and critical analysis of the interviews by the other students
- Analysis of pay slips

SUBJECT 12: LABOUR ENGLISH (ENGLISH II).

- Description: This subject aims to provide an optimum level of competence in the expression and understanding of English for successful insertion in the labour market.
- Number of hours: 60
- Goals:

Once this subject is finished, the students should be able to:

- Know a wide vocabulary related to their daily work.
- Know the main writing structures to:
 - Apply for job offers.
 - Accept or reject a job/internship offer.
- Know basic speaking structures to:
 - Enhance the social relationship with co-workers.
 - Deal with clients.

- Contents:

Lesson 1. Glossary building,

This lesson is focused on collecting common vocabulary related to the working environment.

Lesson 2. Curriculum vitae.

This lesson is intended to provide students the necessary tools to prepare a CV in English.

Lesson 3. Applying for job offers.

This lesson is intended to provide the necessary tools to write simple applications and cover letters.

3.1. Write an application.

3.2. Write a cover letter.

Lesson 4. Interview.

This lesson will try to make the students familiar with the interview process, and enhance the fluency in speaking about oneself.

Lesson 5. Job description.

This lesson is focused on understanding the main job duties and responsibilities through the description of different job offers.

Lesson 6. Let's talk!

This lesson is focussed on promote conversational skills aimed at facilitating interpersonal relationships in a work environment.

- Specific methodological requirements:

This subject is designed to be prominently practical, with real-life work simulations to learn and train the needed skills. A practice-oriented methodology will thus be applied, adjusting it to the needs of the learner. This will need, for example:

- Integrate writing and speaking in each one of the lessons.
- Develop activities focused on real-life situations (i.e. roleplay), in which English speaking can be practiced.
- Teach the use of the dictionary, so that the students can develop a specific glossary with most common words (e.g.: Apply for a job, appointment, accept an offer, part-time job/worker, etc.).

In this way, other skills will also be trained, such as debating, critical thinking, etc.

SUBJECT 13: PRACTICUM

- Description: The present program includes 200 hours (8 weeks) of internship in a company, which will be carried out at the end of the academic year, after the conclusion of the precedent 12 subjects.

This module is extremely important for the accomplishment of the general goals of the program, for several reasons. On the one hand, it should be stressed that this program is aimed



at labor inclusion of persons with intellectual disabilities. Therefore, it is essential that students get familiarized with the working environment and acquire a practical experience on how work is done in a company and on the human relations that are established within it. Secondly, this practical period will help students to put into practice the different competences and skills trained and developed in the precedent subjects, such as adaptive skills (Subject 1), communication skills (Subject 4), ICT management (Subject 5), teamwork and solving of problems (Subject 7) and occupational risk prevention (Subject 9), among others. This practical period will also help the students themselves, and the teaching staff, to draw up a personal portfolio of each student, identifying and assessing his or her own skills, competences and interests. Internships of persons with intellectual disabilities will contribute as well to make companies understand that hiring persons with intellectual disabilities is possible and that they have skills that they can provide to the company, and to increase awareness on their labor inclusion. Finally, an appropriate development of the practical period will imply for the students a significant growth in their personal maturity. The aforementioned reasons allow to conclude that this is the most important subject of the program.

- Hours: 200
- Goals:

Once this subject is finished, the students should be able to:

- Comply with the daily work schedule
- Follow orders and instructions on the execution of work
- Implement in an efficient way the tasks entrusted
- Develop positive human relations with coworkers
- Put into practice the different competences and skills trained and developed in the precedent subjects, especially adaptive skills (Subject 1), communication skills (Subject 4), ICT management (Subject 5), teamwork and solving of problems (Subject 7) and occupational risk prevention (Subject 9).

- Methodology:

Internship of the students will be done in the University itself (for example, in administrative services, libraries, etc.) or in companies of the industrial or services sector, with which previous agreements will have been reached concerning their collaboration in the program. All of them will be ordinary companies, excluding thus sheltered employment settings, so that all students can work in an inclusive environment. Searching for appropriate companies and obtaining their commitment to collaborate in the program is therefore the first task to be done so that this subject can be successfully developed.

Once a sufficient offer of internships in companies has been obtained, a second basic condition to get a maximum achievement of this practical period is the selection of the company and type

of work that is more suitable for each student, according to his or her skills, capabilities and interests. Tutorial action and individualized mentoring of each student during the academic year will have helped to identify their skills and competences and will facilitate the task of distribution of the students in the different companies that offer internships. Of course, the opinion of the student will also be taken into account. The company and job for the internship period will be proposed to each student in order to obtain his consent. It is essential that the student agrees with the proposal and has a positive attitude to the type of work suggested, since otherwise the internship will not accomplish its goals.

During the Practicum, students will have a double mentoring and support. The adequate implementation of this mentoring is also essential for the success of the program. On the one hand, each student will have a mentor at the company which receives him or her. This mentor will be a worker of the company, who will be in charge of training and supervising the student at workplace as well as assessing his or her competences in coordination with the teaching staff. A second mentor will be external: a professional with experience in supporting employment of persons with intellectual disabilities, which will monitor regularly the performance and progress of the student, will suggest the appropriate accommodations and will implement behavioral adjustments if necessary.

During the period of the Practicum, at least two group tutorial sessions will also be held. In these sessions, the general development of the internships and the common problems found at workplace will be discussed. Students will share their feelings, expectations, outcomes and experiences. This exchange will allow to provide general guidelines and recommendations for the execution of the work and will contribute to learning results and to an optimal achievement of the practical period.



III. STUDY PLAN OF YEAR 2.

As already mentioned, the second academic year of the curriculum we propose provides specialised training in a specific professional field chosen by each university. As possible examples, we describe in the following pages three professional specializations: Shop Assistance, Administrative Assistance and Educational Specialist, the first two of them implemented already by Miguel Hernández University and the third one by the Institute for Inclusive Education (IIB). However, the first two specializations share some common subjects. Therefore, we will first present the common subjects of options 1 and 2, afterwards the specific subjects of each option, and finally the subjects of the third specialization.

As in the case of year 1, the study plans are designed foreseeing that the students attend 25 hours of classes every week (or, during the Practicum, work 25 hours) during a total of 36 weeks, which sums 900 hours in one academic year.

III.1. Common subjects of the specializations in Shop Assistance and Administrative Assistance.

We propose a total of five theoretical subjects common to the professional specializations in Shop Assistance and Administrative Assistance, which we describe in the following pages.

SUBJECT 1: BASIC DIGITAL SKILLS FOR EMPLOYMENT

- Description: Deepening the knowledge already acquired in subject 5 of year 1 (ICT Management), this subject will try to provide the skills necessary for an optimal use of the computer, as well as to be able to use the Internet with confidence, especially in the use of basic programs for professional performance.
- Number of hours: 80
- Goals:

Once this subject is finished, the students should be able to:

- To generate appropriate and safe habits in the use of computers.
- Promote the acquisition of digital knowledge and skills with application in a wide range of digital jobs with a future career path.
- Promote the personal and professional development of students by motivating their social and labour empowerment.
- Enable the development of entrepreneurial skills that increase self-employment options.

- Contents:

Lesson 1. Internet search engine.

This lesson aims to learn what a web browser is, and how to use it.

- 1.1. Definition of search engine.
- 1.2. Types of search engines.
- 1.3. How a search engine works.
- 1.4. Advanced searches - use of Boolean operators.

Lesson 2. Viruses, Malware, and other threats.

This lesson aims to create prevention against computer viruses to minimize the negative effects: stealing personal information, reducing computer performance, or creating all sorts of problems.

- 2.1. Definition of computer virus.
- 2.2. Types of viruses
- 2.3. Use of anti-virus software.

Lesson 3. Use of interactive educational resources.

This lesson aims to tools, platforms, and applications with the aim of promoting collaborative work and encouraging creativity.

- 3.1. Knowing the most frequent tools and applications for collaborative work: Google Drive, Zoom, Dropbox, etc...
- 3.2. Tools for designing infographics: Canvas, etc...
- 3.3. Other resources: gamification.

Lesson 4. Introduction to the use of social networks in work.

This lesson aims to use social media as a communication and business channel.

- 4.1. Definition of Social Networking.
- 4.2. Types of social networks.
- 4.3. Learning how to use marketing tools appropriately.

- Specific methodological requirements:

The development of this subject requires that a personal computer is available for each one of the students. The classes will have a prominently practical character, using the computer all together.



SUBJECT 2: MONEY MANAGEMENT

- Description: This subject will promote financial education to contribute to the full social inclusion of students and give effect to the principle of equal opportunities and non-discrimination.
- Number of hours: 60
- Goals:

Once this subject is finished, the students should be able to:

- To know and understand basic financial concepts.
- Improve the ability to make a responsible use of money.
- Acquire the financial knowledge necessary for the working environment.
- Learn how to keep basic personal accounts.

- Contents:

Lesson 1. The money.

This lesson aims to understand mathematical language and know how to express it to give answers to everyday situations in a simple way.

- 1.1. Origin and evolution of the concept of money.
- 1.2. Coins and banknotes.

Lesson 2. Expenditure and savings.

This lesson aims to control spending and the responsible use of money and proposes tips to increase the capacity to save.

- 2.1. Mathematical reasoning. Concept of "change".
- 2.2. Understanding the importance of saving. Concept of "purse".
- 2.3. Responsibility. Difference between need and whim.

Lesson 3. The bank.

This lesson aims to provide information about financial institutions and the most common operations and transactions.

- 3.1. Definition and functions of the bank.
- 3.2. The most common operations and transactions in the bank.

Lesson 4. Online banking and other forms of electronic payment

This lesson aims to deal with aspects such as online banking, mobile payments and e-purchases.

- 4.1. Definition of online banking.
- 4.2. Use of APPs to access online banking.

SUBJECT 3: MEDIATION AND CONFLICT RESOLUTION

- Description: This subject will help students to diagnose situations of individual and group conflicts, and identify the appropriate ways to solve them.
- Number of hours: 80
- Goals:

Once this subject is finished, the students should be able to:

- Manage conflicts so that they can contribute to personal and collective development
- Identify conflicts and situations of potential conflict
- Develop conflict mediation skills

- Contents:

Lesson 1. What are conflicts?

This lesson aims to introduce the concept of conflict by analyzing the elements involved in them, as well as the factors and behaviors that predispose to their occurrence.

- 1.1. Concept of conflict.
- 1.2. Conflict can be something positive.
- 1.3. Types of conflict.
- 1.4. Sources of conflict.
- 1.5. Factors that predispose to the emergence of conflict.
- 1.6. Some conflict behaviours.

Lesson 2. Keys to dealing with conflict

This lesson aims to consider aspects that we need to consider when managing the conflicts that arise in our daily life.

- 2.1. Have I dealt with the conflict appropriately?
- 2.2. Creating an enabling environment:
 - 2.2.1. Physical context.



2.2.2. Psychological context.

Lesson 3. Personal styles of dealing with conflict.

This lesson aims to identify the different styles of dealing with conflict and the behaviors inherent in each of them, as well as to know when and how to use them.

3.1. Conflict avoidance:

3.1.1. Personal characteristics.

3.1.2. When to avoid conflict.

3.1.3. Recommendations in the case of conflict avoidance.

3.2. Accepting each other's demands (accommodating):

3.2.1. Personal characteristics.

3.2.2. When to accommodate in a conflict.

3.2.3. Recommendations in the case of accommodating.

3.3. Giving up part of one's objectives (yielding):

3.3.1. Personal characteristics.

3.3.2. When to give up in a conflict.

3.3.3. Recommendations in the case of giving in to a conflict.

3.4. Confronting the conflict (building):

3.4.1. Personal characteristics.

3.4.2. When to build in a conflict.

3.4.3. Recommendations in the case of building in a conflict.

Lesson 4. Conflict resolution skills and tools.

This lesson aims to identify elements that influence both the initial approach to the process of conflict resolution and the possible solutions that can be reached, specifically communication, assertiveness, creativity, power and influence.

4.1. Communication: Elements of communication.

4.2. Assertiveness.

4.3. Power: types of power

4.4. Creativity.

4.5. Influence: types of influence.

SUBJECT 4: BUSINESS COMMUNICATION AND CUSTOMER SERVICE

- Description: This subject will try to teach students how to strengthen relations with clients, transmit a good image of the company, offer a professional service, and achieve the best results to meet the objectives.
- Number of hours: 80

- Goals:

Once this subject is finished, the students should be able to:

- Recognize customer needs and learn how to meet them.
- Manage the quality of customer service appropriately.
- Know the phases of customer service.
- Learn how to manage complaints and claims.

- Contents:

Lesson 1. Customer Service.

This lesson aims to provide students with the appropriate communication style to obtain maximum efficiency in customer service, detecting their expectations and needs in an effective way to satisfy them adequately.

- 1.1. The communication processes. Agents and elements involved. Channels of communication with the client.
- 1.2. Communication barriers and difficulties.
- 1.3. Verbal communication - Telephone communication
 - 1.3.1. Guidelines for improving oral communication.
 - 1.3.2. Social skills. Active listening
- 1.4. Non-verbal communication.
- 1.5. Face-to-face communication. Attention to visitors

Lesson 2. Selling products and services.

This lesson is intended to provide students the necessary skills to be able to perform appropriately the tasks of a sales assistant.

- 2.1. Acting as a professional salesperson.
- 2.2. Presentation of the qualities of products and services. The presentation and demonstration of the product.
- 2.3. The salesperson. Characteristics, functions, and attitudes. Qualities and skills for sales and their development. The professional salesperson: model of action. Relationships with clients. Customer objections.
- 2.4. Sales techniques.
- 2.5. After-sales services.



2.6. Relevant aspects of the Law on the Regulation of Retail Trade.

Lesson 3. Quality of customer service.

In this lesson students will learn different aspects that must be taken into account to improve the quality of customers service.

- 3.1. Roles, objectives, and client-professional relationship.
- 3.2. Types of clients and their relationship with the provision of the service.
- 3.3. Personalized attention as the basis of trust in the service offered.
- 3.4. Customer loyalty.
- 3.5. Customer objections and their treatment.

Lesson 4. Complaint's handling.

This lesson aims to learn what phases make up customer service and to provide students with the basic skills to understand and manage complaints.

- 4.1. Understanding how to handle complaints.
- 4.2. Situations in customer service: difficult customers, complaints, and grievances.
- 4.3. Approaches to resolving the situation.
- 4.4. Process of resolving the conflict situation.
- 4.5. Assertive behavior and its techniques.

SUBJECT 5: HEALTH AND SAFETY AT WORK

- Description: This module is a continuation of Subject 9 of the first academic year (Occupational Risk Prevention). It will provide a more complete and comprehensive study of the ways to promote the health and protection of workers, through the management or direction of health and safety at work in industrial and service entities.
- Number of hours: 100
- Goals:

Once this subject is finished, the students should be prepared for:

- The integration of occupational health and safety into all activities.
- The identification and assessment of occupational risks, in particular those that need to be addressed immediately and in the medium term.
- The systematic improvement of working conditions and quality of life and work.

- Contents:

Lesson 1. Concept and definition of security: security techniques.

This lesson will provide a general introduction to the main concepts involved in occupational health and security.

- 1.1. Concept and definition of security: security techniques.
- 1.2. Classification of safety techniques.
- 1.3. Occupational hazards.

Lesson 2. Accidents at work.

This lesson aims to identify and know the techniques and procedures that have an impact on improving the management of accidents at work and occupational diseases.

- 2.1. Definitions of accidents at work.
- 2.2. The origin of accidents at work.
- 2.3. Notification models for accidents at work.

Lesson 3. General accident risk analysis and assessment.

This lesson aims to describe the general process or method for identifying hazards and risk factors that may cause harm in the workplace.

- 3.1. Risk assessment.
- 3.2. Risk assessment and risk control.
- 3.3. General process of risk assessment.
- 3.4. Risk assessment method.
- 3.5. Minimum contents of processing and operational instructions.

Lesson 4. Industrial safety standards and markings.

This lesson aims to teach all those signs that provide an indication of safety or health at the workplace.

- 4.1. Safety rules.
- 4.2. Safety signs.
- 4.3. Floors and slopes
- 4.4. Traffic routes.
- 4.5. Doors and gates.
- 4.6. Ladders and stairways.
- 4.7. Escape routes and exits.
- 4.8. Environmental conditions.



4.9. Facilities.

4.10. Changing rooms, showers, washbasins, and toilets.

4.11. Safety measures for persons with disabilities.

Lesson 5. Machinery security.

This lesson will familiarize students with the protocols for handling machines, so that they are equipped with the most appropriate protection systems for the system of work.

5.1. Health and Safety related to machinery.

5.2. Origin and classification of hazards in machinery.

5.3. Main health and safety requirements.

Lesson 6. Material handling, transport, and storage.

This lesson will teach students how to handle and transport materials in the company.

6.1. Material handling.

6.2. Storage of materials.

6.3. Transport of materials.

6.4. Lifting and transport equipment.

Lesson 7. Toxic and hazardous waste management.

This lesson will provide students the appropriate tips for the safe transport of dangerous goods.

7.1. Introduction: environment and business.

7.2. Toxic and hazardous waste.

7.3. Waste management.

- Specific methodological requirements:

The development of this subject will include the visit to companies of different sectors of activity, so that the students can visually identify risk factors, causes that might provoke different kinds of accidents, prevention measures and the use of individual protection equipment, and emergency and evacuation signals.

III.2. Specific subjects of the specialization in Shop Assistance.

The study plan of the specializations in Shop Assistance and Administrative Assistance is completed by three theoretical subjects which are specific for each one of them, and by a Practicum which, although sharing methodology and general goals in both specializations, will be oriented in each case to the specific tasks of each professional specialization, and therefore we include it as well as an specific subject.

SUBJECT 6: ORGANIZATION OF THE SALES POINT, STORAGE AND SUPPLY

- Description: In this subject students will learn the different parts of a shop, the organization of space, and the different tasks involved in storage, supply, classification, inventory and transport of goods, using the appropriate recording and administrative management techniques.
- Number of hours: 120
- Goals:

Once this subject is finished, the students should be able to:

- Identify the different parts of a shop
- Learn different techniques to organize the room inside the shop
- Learn the basic tips for an appropriate decoration of the shop and for the design of showcases
- Organize and carry out storage and packaging of products, keeping inventories up to date.
- Learn the tasks of supply control, storage, inventory and transport of products.
- Use appropriate recording and administrative management techniques.

- Contents:

Lesson 1. The sales point.

In this lesson students will learn the different parts of the shop and its internal distribution.

- 1.1. The organization of the shop. Parts of the shop. The sales point.
- 1.2. Functional distribution of the spaces.
- 1.3. Decoration and signals inside the shop.
- 1.4. The showcase.



Lesson 2. Distribution and display of products in the shop.

This lesson aims to teach students the main ways and tips to order and display products in the shop so that they can be easily found by the customers.

- 2.1. Different ways to order and display products.
- 2.2. Itinerary of the customers inside the shop.
- 2.3. Signaling of products and of the parts of the shop. Other signs and placards used in a shop.

Lesson 3. The store.

In lessons 3 and 4 students will learn the different tasks that must be done before a product arrives to the sales point: loading, reception, classification, storage and inventory.

- 3.1. Classification of Storage Facilities.
- 3.2. Storage areas.
- 3.3. Types of storage systems.
- 3.4. Storage handling equipment and recommendations for handling.

Lesson 4. Storage activities.

- 4.1. 4.1. Cargo reception.
- 4.2. 4.2. Cargo placement and classification.
- 4.3. 4.3. Cargo shipment.
- 4.4. 4.4. Cargo control of documents:
 - 4.4.1. Work order.
 - 4.4.2. Delivery note.
 - 4.4.3. Order form.
 - 4.4.4. Transport sheet.
- 4.5. Product identification, tracing, and traceability systems.
- 4.6. Order preparation or picking.
- 4.7. Dispatch of products.
- 4.8. Order control and verification.
- 4.9. Packaging, wrapping, and labelling.

Lesson 5. Load handling.

This lesson will teach students the use of fork-lift trucks for the transports of goods.

- 4.10. 5.1. Fork-lift trucks for the transport of goods.
 - 4.10.1. 5.1.1. Classification, types and uses of fork-lift trucks.
 - 4.10.2. 5.1.2. Main elements of the different types of fork-lift trucks.
- 4.11. 5.2. Handling and driving of fork-lift trucks.
- 4.12. 5.3. Loading and unloading of goods with a forklift truck.

- Specific methodological requirements:

This subject will have a prominently practical character. Besides the study of the main theoretical concepts, students will do practical activities involving the design of shops, showcases, signals and placards, the preparation of cargo documents and basic use of fork-lift trucks. Visits to different shops will also be organized, so that students can learn about their organization, distribution and signaling on site.

SUBJECT 7: ORDERING AND LOGISTICS

- Description: This module aims to increase the efficiency of shop workers and make automated solutions more effective.
- Number of hours: 120
- Goals:

Once this subject is finished, the students should be able to:

- Understand the information contained in orders of different nature or from different types of companies or warehouses, both of a commercial and industrial nature.
- Interpret the symbology and basic recommendations in the manual handling, preservation and packaging of orders of products of different types.
- Apply the measures and rules of handling in the weighing and packaging of orders, and using the usual handling equipment in the preparation of orders in accordance with safety, hygiene, and health regulations and recommendations.
- Perform different types of order preparation and packaging, both manually and with the packaging equipment, applying the criteria of labelling, weight, volume and visibility of the products or goods from different orders.



- Contents:

Lesson 1. Preparation of orders.

With this lesson students will understand that there are different products that require a different ordering system.

1.1. Characteristics and necessity of order preparation in different types of companies and activities.

1.2. Basic considerations for order preparation.

1.2.1. Differentiation of order units and load units.

1.2.2. Types of order.

1.2.3. Ordering unit and packaging.

1.2.4. Order unit optimization and order preparation time.

1.3. Basic documentation to prepare an order.

1.3.1. Standard documentation.

1.3.2. Computerized order tracking and control systems.

1.3.3. Computerized order preparation control.

1.3.4. Traceability: concept and purpose.

1.4. Recording and quality of order preparation.

1.4.1. Order verification.

1.4.2. Order information flows.

1.4.3. Coding and labelling of products and orders.

1.4.4. Order preparation quality control and recording: accuracy, truthfulness and standards of visibility and legibility of labels.

Lesson 2. Systems and equipment in order picking.

This lesson aims to understand the different system used to perform the order preparation and the order optimization.

2.1. Equipment for weighing, handling, and order preparation.

2.2. Common methods of order preparation:

A. Manual.

B. Semi-automatic.

C. Automatic.

D. Voice Picking.

2.3. Weighing systems and order optimization.

2.3.1. Equipment commonly used for weighing and order measurement.

- 2.3.2. Volume and Weight Units: Interpretation.
- 2.4. Consideration of loading and stowage techniques and factors in ordering units.
 - 2.4.1. Operational factors for stowage and loading.
 - 2.4.2. Load distribution and space utilization
 - 2.4.3. Stowage factor: interpretation and application to order picking.
 - 2.4.4. Bulk product.
- 2.5. Weighing, positioning and visibility of goods in the preparation of different types of orders.
 - 2.5.1. Basic uses and recommendations in the preparation of orders.
 - 2.5.2. Placement and arrangement of products in the order unit.
 - 2.5.3. Complementarity of products.
 - 2.5.4. Preservation and handling of products.

Lesson 3. Packaging and packing.

This lesson aims to understand the different parts of the packaging and the different mechanical packing operations.

- 3.1. Presentation and packaging of the order for transport or delivery.
 - 3.1.1. Preliminary considerations.
 - 3.1.2. Primary packaging: Container.
 - 3.1.3. Secondary packaging: boxes, box pallet, wooden box, box with lid, basket, case, etc.
 - 3.1.4. Tertiary packaging: pallets and container.
 - 3.1.5. Other packaging elements.
- 3.2. Means and procedures for wrapping and packaging.
- 3.3. Manual and mechanical packing operations:
 - 3.3.1. Preliminary considerations: size, number of items or packages.
 - 3.3.2. Packing.
 - 3.3.3. Labelling.
 - 3.3.4. Sealing.
 - 3.3.5. Marking and labelling of the order.
- 3.4. Quality control: visibility and legibility of the order and/or goods
- 3.5. National recommendations from manufacturers and distributors and common symbology

- Specific methodological requirements:

As the previous one, this subject will have a prominently practical character. The students will do practical activities of preparation and dispatch of documents, and will also visit shops and warehouses to see the practical development of the tasks of preparation of orders, packing and packaging.



SUBJECT 8: OCCUPATIONAL RISK PREVENTION IN A WAREHOUSE

- Description: This subject will apply the general knowledges on health and safety at work already acquired by students in previous subjects to the specific circumstances of shops and stores, in order to identify and prevent the most common occupational hazards that can occur.
- Number of hours: 60
- Goals:

Once this subject is finished, the students should be able to:

- Identify, detect and prevent the most common occupational hazards in shops and warehouses, in order to avoid accidents and occupational illnesses.
- Learn how to design the workplace to make it a safer and more comfortable place to work.

- Contents:

Lesson 1. Accidents involving falls.

In lessons 1 to 7 a study of the most usual occupational hazards will be carried out, identifying its main causes and explaining the prevention measures that should be implemented by the employee. Although the basic contents of these lessons have been also studied in year 1 (subject 9: Occupational Risk Prevention), in this subject they will be explained considering the specific circumstances of shops and warehouses.

- 1.1. Causes.
- 1.2. Prevention measures.

Lesson 2. Accidents involving ladders and stairways.

- 2.1. Accidents involving ladders: causes and prevention measures.
- 2.2. Accidents involving fixed staircases: causes and prevention measures.

Lesson 3. Accidents involving blows and crashes.

- 3.1. Causes.
- 3.2. Prevention measures.

Lesson 4. Accidents involving doors.

- 4.1. Causes.
- 4.2. Prevention measures.

Lesson 5. Risks related to lack of order and cleanliness.

- 5.1. Most usual accidents caused by disorder and uncleanliness.
- 5.2. Prevention measures.

Lesson 6. Electric risks.

- 6.1. Most usual accidents.
- 6.2. Prevention measures.

Lesson 7. Risks related to machinery.

- 7.1. Most usual accidents.
- 7.2. Prevention measures.

Lesson 8. Ergonomics of work.

This lesson aims to provide the basic tips for an appropriate relation with workplace and work instruments, in order to avoid health risks.

- 8.1. Basic recommendations for the manual handling of loads.
- 8.2. Repetitive movements and awkward postures.
- 8.3. Postural risks.
- 8.4. Preventive attitudes in load handling.

Lesson 9. Safety signals.

In this lesson students will learn the most important signals related to safety and health used in shops and stores.

- 9.1. Emergency and evacuation signals.
 - 9.2. Other signals related to safety and health.
- Specific methodological requirements:

The development of this subject will include practical classes in shops and stores, so that the students can visually identify risk factors, causes that might provoke different kinds of accidents, prevention measures and security signals.



SUBJECT 9: PRACTICUM IN A SHOP

Both academic years of the present program include 200 hours (8 weeks) of internship in a company, which will be carried out at the end of each year, after the conclusion of the precedent subjects, and which share basically the same purposes, goals and methodology, that were already described in precedent pages.

The main difference between this Practicum and the general one done in year 1 is that, according to the specific nature of this specialization, internships will be in shops, and will mainly oriented to develop and put in practice the competences and skills needed to be Shop Assistant, specially those taught in subjects 4 (Business communication and customer service), 6 (Organization of the Sales Point, Storage and Supply) and 7 (Ordering and Logistics).

III.3. Specific subjects of the specialization in Administrative Assistance.

SUBJECT 6: BASIC ADMINISTRATIVE TASKS

- Description: This subject will teach students the basic tasks of administrative work, such as the use of spreadsheets, handling and dispatching of correspondence, or basic treasury operations.
- Number of hours: 100
- Goals:

Once this subject is finished, students should be able to:

- Update regularly the information concerning organization, departments and staff of the company to be able to offer a good service to all employees.
- Dispatch the internal and external digital or conventional correspondence or packages, in an efficient way and in compliance with the instructions received.
- Cross-check and record administrative, commercial or financial documents
- Manage basic treasury operation, such as payment and charges
- Safeguard, organize and distribute the material resources of the office

- Contents:

Lesson 1. Use and basic functions of spreadsheets.

This lesson will teach students how to use and work with spreadsheets, familiarizing themselves with the most frequently used application of this kind (Excel).

- 1.1. Use of Excel.
- 1.2. Basic mathematical functions that can be done with an spreadsheet.

Lesson 2. Dispatching of internal and external correspondence.

In this lesson, students will be able to know the different types of written communications most frequently used in an organization and how to handle them.

- 2.1. Types of written communications in an organization.
- 2.2. Internal communication: concept, functions and goals.
- 2.3. Types of internal communications.
- 2.4. External correspondence. Different kinds of postal correspondence.
- 2.5. Delivery of correspondence.
- 2.6. Reception, register, distribution and classification of correspondence.
- 2.7. Preparation and delivery of packages.
- 2.8. Digitalization of correspondence.
- 2.9. Registration of documents in public registries.

Lesson 3. Main documents used in organizations.

This lesson aims to provide students a comprehensive knowledge of the different types of documents used in organizations, and will teach them to handle, cross-check and record documents.

- 3.1. Basic rules on use and handling of documentation.
- 3.2. Main documents used in purchase and sale operations.
 - 3.2.1. The order.
 - 3.2.2. The delivery note.
 - 3.2.3. The invoice. Electronic invoices. The invoice register.
- 3.3. Administrative documents.
- 3.4. Basic documents concerning personnel. The work order. The payslip.

Lesson 4. Basic treasury operations.

This lesson will familiarize students with basic treasury operations, and will teach them to use the different instruments of payment and to register incomes and expenditures.

- 4.1. Main instruments used for cash payment.
- 4.2. Main instruments used for payment by credit.
- 4.3. Payment in online purchases.
- 4.4. The cash register and the cashier's book.
- 4.5. The bank account and the banking book.
- 4.6. Confidentiality of treasury operations.



Lesson 5. Materials and equipments used in offices.

The aim of this lesson is to teach students the different types of equipments and materials used for administrative works and the different tasks related to management of equipment and materials.

- 5.1. Different types of office equipments and materials.
- 5.2. Supply, purchase and storage of materials. Main documents used for these operations.
- 5.3. The inventory.

- Specific methodological requirements:

This lesson requires a mainly practical approach. Therefore, after the study of the basic theoretical concepts, students will work with real documents of the different types examined, and will do practical activities related to the different administrative tasks.

SUBJECT 7: DOCUMENT MANAGEMENT AND ARCHIVE ORGANIZATION

- Description: Learning how to manage documents and organize files has great benefits for companies, increasing productivity, saving time and costs, and always having information available, which significantly improves the quality of customer service and minimizes risk.
- Number of hours: 100
- Goals:

Once this subject is finished, the students should be able to:

- Understand the importance of business and personal files.
- File and access to physical and digital documents, following the rules and procedures of the organization, and in order to allow a quick search of information
- Learn the main systems of classification of files
- Obtain copies of digital and physical documents
- Scan or reproduce physical documents in digital format

- Contents:

Lesson 1. General concepts of documents and archives.

This lesson aims to understand the purpose of organizing information and identify the most used filing and recording media according to the characteristics of the information to be stored.

- 1.1. Where is the information?

- 1.2. Benefits and challenges of document management
- 1.3. What is a document?
- 1.4. Characteristics of documents

Lesson 2. Archiving process.

This lesson aims to learn the regulation, control and, above all, planning of administrative processes in the production of documents in a company.

- 2.1. Why should files be organized?
- 2.2. How to organize an unorganized archive?
- 2.3. Documentary diagnosis.
- 2.4. Identification of supports, furniture, tools, archival elements, and containers.
- 2.5. Basic use of a reprography equipment.

Lesson 3. Archive Classifications.

This lesson aims to learn information organization techniques that can be applied in a company, as well as to differentiate the systems for organizing, classifying, and registering documents that are common in organizations.

- 3.1. Planning process.
- 3.2. Reception, production, and distribution processes.
- 3.3. Archival organization processes.
- 3.4. Documentary transfers.
- 3.5. Archival indexes: updating.
- 3.6. Preservation process.
- 3.7. Disposition process.
- 3.8. Assessment process.

Lesson 4. Basic optimization of an electronic archiving system.

This lesson aims to learn how electronic files are processed and their structure, as well as the structure of electronic documents, the electronic index, the electronic signature and the metadata of the file and the electronic document.

- 4.1. The electronic document management policy
- 4.2. Electronic record, life cycle and metadata
- 4.3. Electronic document: capture, recording, digitization, and issuance of electronic copies
- 4.4. Electronic records and document management system
- 4.5. Archiving and archive organization systems in the public administration
- 4.6. Electronic archiving of files and documents



- Specific methodological requirements:

In this subject, special attention will be paid to digitalization and to the work with digital document and files. Therefore, a personal computer should be available for each one of the students.

SUBJECT 8: ERGONOMICS IN THE OFFICE

- Description: Ergonomics is a preventive discipline that deals with the matching of the different capabilities of people and the demands of the capabilities required by work tasks.
- Number of hours: 100
- Goals:

Once this subject is finished, the students should be able to:

- Understand the ergonomics and its application at workplace to improve quality, productivity, and wellbeing of workers.
- Identify ergonomic risks and their effects on health.
- Analyze the principles of ergonomics as alternatives to prevent occupational accidents and and diseases

- Contents:

Lesson 1. Basic concepts of ergonomics.

This lesson aims to understand the basic concepts of ergonomics and how they relate to the workplace.

- 1.1. Basic concepts of ergonomics.
- 1.2. Goals and basic principles of ergonomics.
- 1.3. Preventive and corrective ergonomics.
- 1.4. Cognitive ergonomics.
- 1.5. Working conditions.
- 1.6. Assessment of ergonomic factors.

Lesson 2. Ergonomics. Environmental conditions in the workplace.

This lesson aims to identify factors that can cause health problems during working hours.

- 2.1. Environmental conditions in ergonomics.
- 2.2. Quality of the indoor environment.
- 2.3. Thermal environment.
- 2.4. Visual environment.
- 2.5. Visibility variables and factors. Preventive measures.
- 2.6. Noise

2.7. Acoustic comfort.

Lesson 3. Ergonomic design and configuration of workstations.

This lesson aims to identify what elements can be modified and how they can be altered to make the workplace safe.

- 3.1. Introduction to Ergonomic Workplace Design.
- 3.2. Ancillary Disciplines of Ergonomics:
 - 3.2.1. Anthropometry.
 - 3.2.2. Biomechanics.
 - 3.2.3. Physiology.
- 3.3. Ergonomic Configuration of the Workstation.
- 3.4. Ergonomic Design of the Workstation.
- 3.5. Principles of Ergonomic Workstation Design.
- 3.6. Posture and Working Position.
 - 3.6.1. Sitting Position.
 - 3.6.2. Standing Posture.
- 3.7. Indicator Devices

Lesson 4. Design and configuration of workstations with Data Visualisation Displays.

This lesson aims to know how to modify workstations requiring the use of screens.

- 4.1. Data Display Displays (DDPs)
- 4.2. Design of elements under Ergonomic criteria.
 - 4.2.1. Display.
 - 4.2.2. The work chair.
 - 4.2.3. Wrist rest and keyboard.
 - 4.2.4. Auxiliary furniture elements.
- 4.3. Software and computer programs.
- 4.4. Working Environment when working with PVD's

Lesson 5. Physical workload.

This lesson aims to identify and assess the risk factors associated with musculoskeletal disorders present in the workstations to subsequently, based on the results obtained, propose redesign options that reduce the risk and bring it to acceptable levels of exposure for the worker.

- 5.1. The physical demands of the task.
- 5.2. The Physical Workload.
- 5.3. Energy Consumption.



- 5.4. Static and Dynamic Load.
- 5.5. Methods of Physical Workload Assessment.
- 5.6. Manual Handling of Loads.
- 5.7. Repetitive Movements.
- 5.8. Fatigue Prevention.
- 5.9. Health Disturbances Caused by Physical Load.
- 5.10. Biomechanical Risk Factors.
- 5.11. Most Frequent Musculoskeletal Disorders.
- 5.12. Preventive Measures for Musculoskeletal Disorders.
- 5.13. Postural Hygiene.

Lesson 6. The mental workload.

This lesson aims to deepen in the adaptation of products and environments to the psychological characteristics and limitations of people, and to their information processing capabilities.

- 6.1. Concept of Mental Workload.
- 6.2. Information Processing Models.
- 6.3. Mental Workload Determinants.
 - 6.3.1. Task Demands.
 - 6.3.2. Environmental Conditions.
 - 6.3.3. Psychosocial Factors.
- 6.4. Consequences of Mental Workload.
 - 6.4.1. Mental Overload and Mental Underload.
 - 6.4.2. Monotony.
 - 6.4.3. Mental Fatigue.
 - 6.4.4. Stress.
- 6.5. Mental Workload Assessment.
- 6.6. Preventive criteria.

SUBJECT 9: PRACTICUM IN AN OFFICE

Both academic years of the present program include 200 hours (8 weeks) of internship in a company, which will be carried out at the end of each year, after the conclusion of the precedent subjects, and which share basically the same purposes, goals and methodology, that were already described in precedent pages.

The main difference between this Practicum and the general one done in year 1 is that, according to the specific nature of this specialization, internships will be in offices, and will mainly oriented to develop and put in practice the competences and skills needed to be Administrative Assistant, specially those taught in subjects 1 (Basic Digital Skills for Employment), 4 (Business communication and customer service), 6 (Basic Administrative Tasks) and 7 (Document Management and Archive Organization).

III.4. Educational Specialists.

As has been already explained, the flexible curriculum we propose is made up of two years of academic training, where the first one provides a general training of the basic skills needed to access a job, putting special emphasis on adaptive, communication and social skills; and the second one provides specialised training in a specific professional field chosen by each university.

In this paragraph, we have outlined specialised training for Educational Specialists. As Educational Specialists, the trainees give lectures and seminars for students and (future) professionals, in which they convey their experiences as people with disabilities. Together with the students, they develop ideas for an inclusive society.

In Germany, our dual, full-time qualification to Educational Specialists takes three years. The content is based on a module manual and the qualification takes place at universities.

For the U4INCLUSION project, we chose selected topics from our module manual and compiled these to fill the reduced, one year specialized training program.

Contents of this specialized training program are certain articles of the UN Convention on the Rights of People with Disabilities, and specific aspects of Education and Employment. The trainees further learn to reflect their own situation within the mentioned topics. At the end of the year, the trainees will give a seminar to university students to convey their lives as people with disabilities to the students. The entire training program leads towards this seminar, which represents the final exam.

In the following pages, we will describe in detail the contents of the study plan of year 2 for educational specialists, which is made up of five subjects:

1. United Nations Convention on the Rights of People with Disabilities
2. Employment
3. Education
4. Didactics and Methodology of Seminar Design
5. Implementation of the Seminars

SUBJECT 1: UNITED NATIONS CONVENTION ON THE RIGHTS OF PEOPLE WITH DISABILITIES

- Description: In this subject, the trainees will learn basic information about the United Nations Convention on the Rights of People with Disabilities (UN CRPD). They get an



overview of the UNCRPD, learn to reproduce the most important statements in their own words and they will learn to relate everyday experiences to the topics and articles of the UN CRPD.

- Number of hours: 250.
- Goals:

Once this subject is finished, the trainees should be able to:

- Reproduce principles and goals of the UN CRPD in their own words
- Develop a presentation about the UN CRPD
- Relate the content of the UN CRPD to their own experiences using selected examples
-

- Contents:

Lesson 1. Overview of the UN CRPD

This lesson aims to convey some basic knowledge about the UN CRPD within the following topics:

- 1.1. Content
- 1.2. Goals
- 1.3. Implementation

Lesson 2. Implementation in the areas Education and Employment

The objective of this lesson is to learn about the implementation of the UN CRPD in the areas Education and Employment.

- 2.1. Article 24 UN CRPD
- 2.2. Article 27 UN CRPD

Lesson 3. Article 8 UN CRPD

This lesson will provide an understanding of why we plan to give seminars to students without disabilities and the importance of communicating the lives and needs as people with disabilities.

- 3.1. Our work as Educational Specialists
- 3.2. Current Discourses

Lesson 4. Relevance for the participants' own lives

This lesson will teach the participants how to reflect their own situation and consider the relevance of the UN CRPD for their personal lives.

- 4.1. Individual practical examples for article 8 UN CRPD
- 4.2. Individual practical examples for article 24 UN CRPD
- 4.3. Individual practical examples for article 27 UN CRPD

Own thematic focal points can be set with regional and national reference.

- Specific methodological requirements:

For Lesson 1, the trainees will be provided with varying learning materials such as lectures, quizzes and external input. The trainees will learn different activating methods, like designing posters, reenacting situations with legos or other materials, and so on. There will be alternations between group work in different group sizes, and silent work for individual research.

For lesson 2 and 3, visits from external experts can be used to convey the theoretical input. In addition, a world café could help to deepen the learned information and transfer it to others. It is also advised to provide the information in Easy Language for better understanding.

For lesson 4, the methods are centered around biography work by being conversation-oriented and activity-oriented. Documentary methods are relevant here.

Equipment of the learning rooms: The students need individual workstations that are equipped with a computer and additional individual tools depending on their personal requirements. The computers should have the common office programs as well as access to internet and a printer. A common learning platform, cloud or server greatly simplifies sharing documents or even working on documents together. In addition, a seminar room should be available in which various learning scenarios, such as chair circles or group work tables, are possible.

SUBJECT 2: EMPLOYMENT

- Description: In this subject, the trainees talk about the meaning of employment. They receive an overview of the national labour market as well as support structures for people with disabilities. They further reflect on their own work biography in the areas “yesterday-today-tomorrow”.
- Number of hours: 200.
- Goals:

Once this subject is finished, the trainees should be able to:



- Develop a presentation slide on the article 27 UN CRPD
- Write a personal experience report about the subject “my work biography”
- Reflect on participation opportunities and risks for people with disabilities in the area of employment

- Contents:

Lesson 1. Meaning of Employment

This lesson aims to transfer the meaning and purpose of employment.

- 1.1. Why do people work?
- 1.2. What does working mean to me?

Lesson 2. Labour market

The objective of this lesson is to learn about the national labour market , and its alternatives.

- 2.1. The national labour market
- 2.2. Alternatives to the first labour market

Lesson 3. Employment and people with disabilities

This lesson will provide knowledge regarding the employment situation of people with disabilities.

- 3.1. Statistics
- 3.2. Experience Reports
- 3.3. Right to Work

Lesson 4. Personal Experience

This lesson will teach the trainees to reflect on their own experiences in regards to employment.

- 4.1. Yesterday
- 4.2. Today
- 4.3. Tomorrow

- Specific methodological requirements:

For Lesson 2, the required methods should be centered around biography work by being conversation-oriented and activity-oriented. Documentary methods are relevant here, as well as methods from personal future planning.

For lesson 3, learning groups and clear material in easy language with visuals and sound are advised.

For lesson 4, the participants could develop collages or use picture cards or posters to design their personal path of life. Each participants can craft their own creative form of presentation.

SUBJECT 3: EDUCATION

- Description: In this subject, the trainees talk about the meaning of education. They get an overview of the national education system as well as support structures for people with disabilities. They further reflect on their own education biography in the areas “yesterday-today-tomorrow”.
- Number of hours: 200.
- Goals:

Once this subject is finished, the trainees should be able to:

- Develop a presentation slide on the article 24 UN CRPD
- Write a personal experience report about the subject “my education biography”
- Reflect on participation opportunities and risks of people with disabilities in the area of education

- Contents:

Lesson 1. Meaning of Education

This lesson aims to transfer the meaning and purpose of education.

- 1.1. Why do people learn?
- 1.2. What does learning mean to me?
- 1.3. How do I learn well?

Lesson 2. Education System

The objective of this lesson is to learn about the national (inclusive) Education System.

- 2.1. The national Education System
- 2.2. Assistance and support for people with disabilities in the Education System

Lesson 3. Education and people with disabilities

This lesson will provide knowledge regarding the education situation of people with disabilities.

- 3.1. Statistics
- 3.2. Experience Reports
- 3.3. Right to Learn

Lesson 4. Personal Experience

This lesson will teach the trainees to reflect on their own experiences in regards to education.



- 4.1. Yesterday
- 4.2. Today
- 4.3. Tomorrow

- Specific methodological requirements:

For Lesson 2, the required methods should be centered around biography work by being conversation-oriented and activity-oriented. Documentary methods are relevant here, as well as methods from personal future planning.

For lesson 3, learning groups and clear material in easy language with visuals and sound are advised.

For lesson 4, the participants could develop collages or use picture cards or posters to design their personal path of life. Each participant can craft their own creative form of presentation.

SUBJECT 4: DIDACTICS AND METHODOLOGY OF SEMINAR DESIGN

- Description: The subject is designed as a cross-sectional module and covers the entire period of the second year. The trainees learn the basics of didactics and methodology of designing seminars. This also includes reflection on their own learning process.
- Number of hours: 175.
- Goals:

Once this subject is finished, the students should be able to:

- Understand the principles of seminar planning
- Know different methods of learning and teaching
- Guide selected methods of seminars
- Develop their personal role as lecturers

- Contents:

Lesson 1. Planning a Seminar

This lesson aims to introduce relevant elements of planning seminars.

- 1.1. Target group
- 1.2. Formulating learning objectives
- 1.3. Phases of seminar design

Lesson 2. Methods

The objective of this lesson is to learn about different types of methods that can be used in seminars, and how to guide them.

- 2.1. Introduction of the methods for the seminars (PowerPoint, Mentimeter, Flipchart, Poster)
- 2.2. Independently guiding through the selected methods

Lesson 3. Role as a lecturer

This lesson focuses on the personal presence during seminars and how it can be used and improved.

- 3.1. Developing one's own role.
- 3.2. Appearance (facial expression, gestures, body language)

- Specific methodological requirements:

The seminar at the end of the year should always be used as a reference point. It serves as a final exam, because everything that has been learned up to this point – the understanding of the content, the implementation of methods, and the role of a lecturer – has to be performed by the trainees in the seminar.

By using a wide variety of methods during the year, the trainees can work out their personal strengths and figure out what helps them learn. Further, it also increases their inventory of methods to use during the seminar. It should always be justified and explained, why certain methods are used in specific situations.

All lessons would profit from the creation of photo logs and using a portfolio throughout the year.

For lesson 1, the trainees will profit from their experiences of year one of training. An exchange with students of the university would be beneficial here.

For lesson 2, the methods that will be used in the seminar at the end of year two should be practiced here.

For lesson 3, input from external resources and roleplaying are advised.

SUBJECT 5: IMPLEMENTATION OF THE SEMINARS

- Description: In this subject, two seminars will be conducted on the topics of (Inclusive) Employment and (inclusive) Education. The module includes practicing the seminars, as well as conducting the seminars and the subsequent reflection afterwards.



- Number of hours: 75.
- Goals:

Once this subject is finished, the trainees should be able to:

- Practice the implementation of the seminars
- Conduct both seminars
- Reflect the seminar

- Contents:

Lesson 1. Preparation of the seminars

This lesson aims to prepare and rehearse the seminars.

- 1.1. Target group
- 1.2. Distribution of the roles during the seminars.
- 1.3. Practicing the seminars.

Lesson 2. Conducting the seminars

The objective of this lesson is to conduct two seminars with the topics (Inclusive) Employment and (Inclusive) Education. The trainees are to deliver these seminars to university students.

- 2.1. Conducting a seminar with the topic (Inclusive) Employment
- 2.2. Conducting a seminar with the topic (Inclusive) Education

Lesson 3. Follow-up and Reflection

This lesson focuses on the reflection of the seminars and learning to deal with feedback.

- 3.1. How did I feel during the seminars?
- 3.2. How did I feel with the roles I had during the seminars?
- 3.3. How was the feedback from the students?
- 3.4. How did we function as a team of lecturers?

- Specific methodological requirements:

The participants can practice the seminars by doing roleplays. These would also help preempt possible questions of the students, as well as technical issues. It is advised to mix up different group constellations for practicing the seminars and giving and receiving feedback during the rehearsals. At the end of this year, the trainees can reflect on the whole year and review the time spent together, what they have learned and what their hope for their future is.

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