Subject Description

The main objective of this course is to equip students with the necessary knowledge regarding diversity, which will help them in their professional careers. The course therefore involves contents designed for students to know and identify specific needs of educational support and to avail of the resources necessary for the required educational intervention in each event. This entails collaboration with other professionals involved and with families, with a view to providing the help and adaptations necessary for children’s full development.

Skills

Basic Skills
Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks.

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues.

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience.

Students must have developed the learning skills needed to undertake further study with a high degree of independence.

**General Skills**

To reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

To design and regulate learning areas in contexts of diversity, taking into consideration the specific educational needs of pupils, gender equality, egalitarianism and respect for human rights.

**Specific skills**

To identify learning difficulties, cognitive dysfunctions and other dysfunctions related to childcare.

To be able to inform other specialist professionals in order to ensure collaboration with the centre and teacher in caring for pupils with special educational needs.

To acquire resources to foster the educational integration of pupils with difficulties.

**DISTRIBUTION OF WORK TIME**

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<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
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<tbody>
<tr>
<td>70 hours</td>
<td>80 hours</td>
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