

Type of competence	Code	Competence
Basic competences	CB6	To have and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.
	CB7	That students can apply the acquired knowledge and their problem-solving skills on new or little-known environments within broader (or multidisciplinary) contexts related with their study area
	CB8	That students can include knowledge and face the complexity of making judgements from information which, though incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgement.
	CB9	That students can communicate their conclusions and knowledge and reasons that support them to specialised and non-specialised audiences clearly and unambiguously.
	CB10	That students have the necessary learning skills to continue studying largely in a self-directed or autonomous way.
General competences	CG1	To be an effective communicator in the social networks, fostering bonds between individuals, families and social organisations to reinforce cooperation, assistance and collaboration strategies addressed to vulnerable people and groups.
	CG2	To advice on problem solving in sanitary, social and educational contexts.
	CG3	To collaborate in and from institutions with individuals, families and communities to improve health and social welfare levels.
	CG4	To design and plan efficiency familiar and institutional environments, appropriate for the new needs of dependent people, following adequate social strategies and giving priority to prevention, efficiency, universal accessibility and design criteria for all the people.
	CG5	To exercise mediation with equality as intervention strategy aiming at solving conflicts on an interpersonal, group and organisational level.
	CG6	To lead democratically social intervention within the community, running and managing social services and tools, encouraging citizens participation, social reorganisation and self-management.
	CG7	To advise in the analysis, strategic planning and application of social welfare policies, and manage welfare services.
	CG8	To design, plan and apply programmes and social services assessment systems.
	CG9	To know in depth and apply the methodology and participative research techniques for finding solutions to social problems.
	CG11	To master the management of quantitative and qualitative research techniques and apply them on social diagnosis and intervention.
	CG12	To observe, critically analyse and reflect on social changes and their impact on the different groups in order to be able to design new intervention contexts and areas.
	CG13	To apply critically the gender perspective and inter-cultural competence in the management of public policies and in the intervention methodology to include them transversally in local and sectoral plans, programmes and projects.
	CG14	To know and demonstrate socio-cultural construction processes of vulnerable individuals and groups to intervene in social, health, educational and institutional contexts which contribute to them.
CG15	To integrate the theoretical knowledge acquired into the practical proposals of social intervention.	
CG16	To present and defend publicly personal or collective projects.	
CG17	To know the research process, its application into social sciences and its use within the professional practice.	
Cross-curricular competences		No data available.

Specific competences

CE1	Students will develop sensibility to perceive the communication dynamics within family systems.
CE2	Students will learn to design an intervention process with families.
CE4	Capacity to analyse and assess psycho-socio-cultural interventions carried out with work groups and teams.
CE5	Capacity to lead work groups and teams creation through the application of psycho-social techniques.
CE6	To be able to conceptualise the problem and draft an appropriate research design.
CE7	To be able to state the implicit theories of Social Work professionals, as well as the use and methodological applications of the use of such theories.
CE8	To be able to apply the teleological and deontological dimensions of professional ethics into the specific solving of ethical dilemmas within interprofessional contexts.
CE9	To develop the necessary critical perspective to improve the ethical quality of social institutions.
CE10	Capacity to extract the basic concepts applicable to educational intervention which have been contemplated by the main pedagogical currents which have laid the foundations for professional intervention on socio-educational actions.
CE11	Scientific training to know in a theoretic, technical and applied manner the advanced social research methods and techniques from a multi-strategic perspective.
CE12	To develop in the students a knowledge of the research process, its application into social sciences and its use within the professional practice.
CE13	Capacity to analyse the impact of the new economic and social transformations on the crisis of the existing welfare model and assess the different responses to the crisis given by the different welfare models.
CE14	To be able to analyse in depth the challenges set by the different transformations for the specific area of social policies in Spain: employment, education, pensions, housing, health and social services. To be able to observe the specific consequences of these transformations on social intervention.
CE15	Students will be able to contextualise the complexity of current intervention processes from specific experiences.
CE16	Students will develop skills to work autonomously, in collaboration with others and self-learning.
CE17	To be able to identify and access appropriate information sources for the research/intervention project.
CE23	To detect personal and institutional resources which can be useful to overcome vulnerability, precariousness, violence or crisis situations within families, childhood and adolescence..