

**Social and Occupational Integration and Orientation**

Code: 101668  
ECTS Credits: 6

| Degree                   | Type | Year | Semester |
|--------------------------|------|------|----------|
| 2500260 Social Education | OT   | 3    | 2        |
| 2500260 Social Education | OT   | 4    | 0        |

**Contact**

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**Use of languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Prerequisites**

No prerequisites

**Objectives and Contextualisation**

Guidance, support and counseling are social education functions and a fundamental educational tool to enhance and help from the empowerment perspective to the unemployed persons (young people, women, over 45, immigrants) and groups with social exclusion risk, to build and / or redirect their professional projects to promote a successful process of employment and educational development, social and labor.

This subject, which is part of the mention of Adult Education, aims to provide a sufficient theoretical framework of employment policies and methodologies for social and professional integration to support the intervention, and the same time aims to provide a set of tools to analyze, develop and / or design guidance activities with groups and in different socio-educational contexts, from a critical analysis of the social and labor reality. More specifically, the objectives of the subject are:

- Analyze the theoretical frameworks that support programs, strategies and resources for social and professional integration.
- Provide tools for the student learn about the labor market and the elements that interact in it and can develop the ability to guide people to achieve their career goal.
- Understand and analyze programs and strategies to labor integration.
- Empower students for intervention in processes that facilitate the employment of people who have difficulties in accessing to the labor market, to promote the progressive involvement and autonomy in the management of their professional development process at any stage of their life.

Guidance and vocational integration is fundamental for social educators since it allows introducing the basic concepts that characterize the processes of guidance and professional development, providing the skills and strategies necessary for the establishment of appropriate measures for the development of the professional career, taking into account the characteristics, individual needs and the context.

## **Skills**

### **Social Education**

- Accompany people in their processes of growth and emancipation.
- Apply the socio-emotional skills needed to manage human relations.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Guide and advise groups and individuals to establish educational challenges and itineraries.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Know different models and guidance strategies.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.

## **Learning outcomes**

1. Accompany people at risk of exclusion in their process of growth and emancipation.
2. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.
3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
4. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
5. Assessing the value of the different programmes and guidance strategies for employment and social insertion.
6. Design guidance programs for social inclusion and finding employment.
7. Economic and instructive variables relate to the indices of insertion and professional development
8. Guiding immigrants in matters of employment and training.
9. Know the different models and guidance strategies applied to Social Education.
10. Using guidance resources and strategies that promote the progressive participation of people.

## **Content**

### **1. Career Guidance and Social and Vocational Integration: definition and considerations**

- 1.1. Guidance for Social and Vocational Integration: concepts and limits.
- 1.2. The vocational integration process: from social and vocational exclusion to social and vocational integration.

### **2. Labor market and employment policies**

- 2.1. Operating indicators of the labor market
- 2.2. Policies and initiatives for the vocational integration of vulnerable groups

### **3. Career Guidance**

- 3.1. Identification and analysis of profiles
- 3.2. Design and development of the career guidance: the process of vocational integration and the entrepreneurship.

### **4. Networking and vocational guidance's programs for social and vocational Integration in Catalonia**

- 4.1. Networks of Social and Vocational Integration
- 4.2. Employment guidance programs for vulnerable groups.
- 4.3. Analysis of employment guidance programs for vulnerable groups.

## Methodology

The actor in the learning process is the student, and under premise is planned, participatory and active methodology that includes the following activities of teaching and learning:

The student is the main protagonist of the learning-teaching process, and consequently, the methodology of the module that is shown has been planned under this premise.

The methodology in this module is structured around two types of sessions.

Firstly, there will be sessions with the whole group class in which a thematic presentation of the module will be done, using different types of supports and activities for the introduction of contents.

Secondly, there will be activities in small groups in seminars sessions that will facilitate the application of knowledge imparted the analysis and resolution of cases and practical problems, the development of small research work and of experimentation.

### 1. Directed Activities

- Oral presentation by the teachers of the content.
- Oral presentation by the students of their docs and practices.

2. Supervised: do it in the seminars sessions with the indirect guidance and assessment of the teacher but in autonomous way

3. Autonomous: Individual and autonomous work based on the proposed materials: readings, seminar activities, preparation, viewing of the audio visual material.

The supervised and autonomous be evaluated by formative evaluation.

4. Evaluation activities: to verify and qualification the process from work and written tests. All the activities are evaluative.

## Activities

| Title                   | Hours | ECTS | Learning outcomes |
|-------------------------|-------|------|-------------------|
| <b>Type: Directed</b>   |       |      |                   |
| Lecturer class          | 45    | 1.8  |                   |
| <b>Type: Supervised</b> |       |      |                   |
| Supervised activities   | 30    | 1.2  |                   |
| <b>Type: Autonomous</b> |       |      |                   |
| Autonomous activities   | 75    | 3    |                   |

## Evaluation

The course evaluation will be carried out throughout the academic year through the activities specified. Class attendance is mandatory as per Faculty regulations. It is for this reason that attendance is considered an essential requirement in order to pass the course. The evidence that sometimes can be presented in case of absence will only serve to explain the absence; they are not an exemption of attendance. The module mark obtained by the average of the results obtained in the various activities is weighted according to the values shown. To pass the course you must get at least 5 in the final

To obtain a pass in the final mark for this module it is essential to pass (minimum mark of 5 out of 10) each of the assessment blocks.

The activities will be distributed throughout the course with a start and delivery dates. All the assessment tasks carried out throughout the course must be submitted before the deadline indicated by the teacher in the module programme.

The marks for each paper or the exam will be available within 16 days after their submission.

Attendance to field trips is compulsory. Students must attend a minimum of 80% of seminars; otherwise, they will be deemed as "not evaluable".

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit.

In order to get a pass mark in this course, students should prove, through their oral presentations and their written assignments, they have superior communicative skills and an excellent command of the vehicular language or languages listed in the course syllabus. Assessment of all course individual and group work tasks include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately and comprehending written academic texts (for more details please see: <http://www.uab.cat/web/informacio-academica/evaluation/1292571269103.html-regulation> and <http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>).

## Evaluation activities

| Title  | Weighting | Hours | ECTS | Learning outcomes          |
|--|-----------|-------|------|----------------------------|
| BLOCK 1. THEORY Assignments related to parts 1, 2, 3 and 4 from an evaluative reflection with arguments of the learning activity.              | 25 %      | 0     | 0    | 1, 2, 9, 8, 10             |
| BLOCK 2. PRACTICE. Compilation of individual practical works to show a good use of the tasks performed. They will be revised along the course. | 45 %      | 0     | 0    | 1, 2, 3, 4, 9, 6, 8, 7, 10 |
| BLOCK 3. PROJECT. Project produced throughout the course. The students should develop evaluation criteria and educational proposals.           | 30%       | 0     | 0    | 1, 3, 9, 8, 5              |

## Bibliography

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