

Orientation and Socio-labour Integration

Code: 101668
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	1

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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 and life projects to promote a successful process of employment and/or job reinsercion and educational development, social and labor.

This subject is part of the mention of Adult Education but serves people from 16 to 65 years of age so it provides the necessary knowledge to help young people in the development of their professional and life project. Intervention are based on a critical review of the social-labour environment, of the occupation policies, and job orientation methodologies

It is a professional subject that offers a direct professional outlet to social educators as an [employment consultant](#), job counselor, job coaching, among others, in different work contexts (public employment services, CIEs , Social Services, Local Administration, Foundations and private entities, among others). As well as to break down the barriers produced by discrimination for being a woman or identifying oneself as a member of the LGTBIQ collective.

More specifically, the objectives of the subject are:

- 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.
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Have acritical vision as a professional of guidance on the inequalities that occur in the labor market due to

- 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.

- Analyze and prepare intervention processes to improve the self-esteem, expectations of success, motivation, confidence and security of people facing job selection processes

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 and life project, taking into account the characteristics, individual needs and the laboral context

Competences

Social Education

- Accompany people in their processes of growth and emancipation.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply the socio-emotional skills needed to manage human relations.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

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. Analyse a situation and identify points for improvement.
5. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
6. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
7. Communicate using language that is not sexist or discriminatory.
8. Consider how gender stereotypes and roles impinge on the exercise of the profession.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Design guidance programs for social inclusion and finding employment.
11. Economic and instructive variables relate to the indices of insertion and professional development
12. Explain the explicit or implicit code of practice of one's own area of knowledge.
13. Guiding immigrants in matters of employment and training.
14. Identify situations in which a change or improvement is needed.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. Know the different models and guidance strategies applied to Social Education.
17. Propose new experience-based methods or alternative solutions.
18. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
19. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
20. Propose projects and actions that incorporate the gender perspective.

21. Using guidance resources and strategies that promote the progressive participation of people.
22. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
23. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

1. Career opportunities for employment / socio-occupational guidance for social educators
2. Socio-labor orientation and insertion: definition and considerations
 - 2.1. The insertion process: from exclusion to socio-labor insertion
 - 2.2. Basic concepts in the orientation process: employability, basic employability skills, job satisfaction, professional fulfillment.
 - 2.3. Second chance education
 - 2.4. Non-discriminatory career guidance: the gender variable in professional choice and development.
3. Labor market and employment policies
 - 3.1. Labor market performance indicators
 - 3.2. Transitions to and from the labor market. Youth, young people in foster care, and adults.
4. Intervention in labour orientation
 - 4.1. Identification and analysis of profiles. Labor market stereotypes based on age, origin and gender.
 - 4.2. Design and development of the guidance action: Personal Insertion Itineraries.
5. Orientation and employment services and programs in Catalonia
 - 5.1. Guidance and support programs for job placement aimed at improving the situations of vulnerability of the different groups discriminated against by the labor market.
 - 5.2. Analysis of socio-occupational guidance programs and services for vulnerable groups from the beginning of social education.

Methodology

The actor/actress in the learning process is the student, and under premise is planned, participatory and active methodology, research-based 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.
- They will provide scientific articles and research projects that will be discussed and debated in the classroom.

2. Supervised: do it in the seminars sessions with the indirect guidance and assessment of the teacher but in autonomous way. Discussion on scientific articles or current professional issues related to the subject, research on the contents of the subject matter.

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, self-assessment, peer-evaluation: to verify and qualification the process from work and written tests. All the activities are evaluative.

In all the activities the ethical commitment and the deontological principles related to the orientation function will be worked. Research competence will be included as a basis for the generation of knowledge on the subject

15 minutes will be allocated so that students can answer the survey to evaluate the teaching performance and evaluation of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecturer class	45	1.8	
Type: Supervised			
Supervised activities	30	1.2	
Type: Autonomous			
Autonomous activities	75	3	

Assessment

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. All activities are recoverable. An activity that has not previously been evaluated can not be recovered. Students will be able to return the activities during the whole semester, the maximum date being one week after the end of the course

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.

The evaluation dates will be:

- Project: 23/01/2023. Recovery: 06/02/2023

-Oral presentation project: 30/01/2023. Not recoverable.

- Practice: activity 1 26/09/2022 (no evaluable); activity 2 31/10/2022; activity 3 28/11/2022; activity 4 24/01/2023. Recovery: deliveries throughout the course, deadline: 06/02/2023.

- Final Synthesis Test: 30/01/2023. Recovery: 06/02/2023.

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>).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
BLOCK 1. THEORY. Final Synthesis Test. Assignments related to parts 1, 2, 3 and 4 from an evaluative reflection with arguments of the learning activity. It is an individual activity	25 %	0	0	1, 2, 16, 13, 21
BLOCK 2. PRACTICE. Compilation of individual practical works to show a good use of the tasks performed. They will be revised along the course. 75% are individuals	45 %	0	0	1, 2, 3, 9, 5, 4, 6, 7, 16, 10, 15, 14, 13, 23, 19, 20, 11, 21, 8, 22
BLOCK 3. PROJECT. Project produced throughout the course. The students should develop evaluation criteria and educational proposals.	30%	0	0	1, 3, 9, 5, 4, 7, 16, 12, 15, 14, 13, 17, 18,

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Software

No one