UAB
Universitat Autònoma de Barcelona

Social Policy

Code: 100438
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500257 Criminology	OT	4

Contact

Name: José Ramón Tello Sánchez

Email: jose.tello@uab.cat

Teachers

Solange Hilbert Pérez

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

The language of the course, both in theory and ins seminar, is Catalan.

Objectives and Contextualisation

The subject Social Intervention Networks is located in the fourth year of the Degree, in the mention of criminal execution. In this sense, the subject aims to provide the tools that allow Criminology graduates to accompany released persons, being a guide for professionals who accompany and supervise people who are subject to compliance with a criminal measure in the community and who have to work in a network with other professionals, organizations or institutions, delegates of penal measures in the community, technical figures for rehabilitation and reintegration, among others, in order to respond to the individual insertion needs of the user.

- For these purposes, a first block of the subject deals with conceptual aspects of networking, as well as a tour of the various networks of social intervention and strategies that allow future graduates to optimize their skills in an environment in which they will interact with other professional figures.

- In a second block, the subject details the mechanisms of Labor Law and Social Security Law that facilitate the insertion of those released from prison. Likewise, as a bridge towards integration beyond prison, the most relevant aspects of prison labor regulations are addressed.

Competences

- Ability to analyse and summarise.
- Applying a crime prevention program at a community level.
- Applying an intervention proposal about a person serving a sentence.
- Carrying out the criminological intervention on the basis of the values of pacification, social integration and prevention of further conflicts.
- Designing a crime prevention program.
- Drawing up an academic text.
- Identifying existing social resources to intervene in the conflict and criminality.
- Students must demonstrate a comprehension of the best crime prevention and intervention models for each specific problem.
- Students must demonstrate they know a variety of criminal policies in order to face criminality and its different foundations.
- Students must demonstrate they know the legal framework and operating model of the crime control agents.
- Using the evaluation techniques of criminogenic risk and needs of a person in order to decide an intervention proposal.
- Verbally transmitting ideas to an audience.
- Working autonomously.
- Working in teams and networking.

Learning Outcomes

1. Ability to analyse and summarise.
2. Acting in a professional way in the criminological field for pacifying, social integration and delinquency-prevention purposes.
3. Applying an effective evaluative model in order to detect the criminological intervention needs in prison population.
4. Appropriately applying social resources to criminality.
5. Appropriately managing a security or prevention team.
6. Correctly describing in the criminological field the legal-penal framework and crime control agents.
7. Demonstrating they know the means and scientific procedures of crime prevention.
8. Drawing up a delinquency prevention program.
9. Drawing up an academic text.
10. Effectively and individually implementing a criminological intervention.
11. Effectively developing a delinquency prevention program in the community area.
12. Intervening in the criminological field for pacifying, conciliatory and crime-prevention purposes.
13. Knowing the structural prevention strategy of delinquency.
14. Producing a social prevention program of delinquency.
15. Properly using the criminological prevention and intervention programs.
16. Verbally transmitting ideas to an audience.
17. Working autonomously.
18. Working in teams and networking.

Content

Block A

1. Networking, concept and limits.

- 1.1. Knowledge Society and society network.
- 1.2. Networking, conceptual aspects.
- 1.3. Models of work in network.

2. The network of social intervention: areas, institutions, programs, actions and professionals.

- 2.1. Training.

- 2.2. Employment.
- 2.3. Health.
- 2.4. Housing.
- 2.5. Wellness.
- 2.6. Participation and citizenship.

3. Strategies for networking.

- 3.1. Leadership.
- 3.2. Collaboration.
- 3.3. Communication.
- 3.4. Documentation, monitoring and evaluation.

Block B

4. Work in the open labor market.

- 4.1. Legal framework work in a labor law view.
- 4.2. Access to work and labor intermediation.
- 4.3. Promotion of the employment of people at risk of exclusion.
- 4.3.1. Public plans and programs.
- 4.3.2. Social Security fee bonuses.
- 4.3.3. Training contract.
- 4.4. Effects of prison on the employment contract.
- 4.4.1. Termination and suspension of employment contract.
- 4.4.2. Employment of people in open prison scheme.
- 4.5. Employment in resettlement companies.
- 4.5.1. Resettlement companies.
- 4.5.2. Employment contract system in resettlement companies.

5. Penitentiary work.

- 5.1. Legal framework .
- 5.2. Employment contract parties.
- 5.3. Activities related with penitentiary work.
- 5.4. Access to work and mobility.
- 5.5. Work management.
- 5.6. Labor rights: working time and salaries.
- 5.7. Termination and suspension of employment contract.
- 5.8. The Work Authorization for foreigners serving a prison sentence (ATP).

6. Social protection to people in prison and former prisoners.

- 6.1. Unemployment protection in the main level of Social Security System.
- 6.2. Unemployment welfare protection. Main features.
- 6.3. Unemployment benefits for former prisoners.
- 6.4. Invalidity pension.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	19.5	0.78	4, 15
Seminars	19.5	0.78	1, 2, 4, 10, 12, 16, 18

Type: Autonomous			
Essays	35	1.4	1, 4, 9, 15, 17
Reading of papers, case law and writting of summaries	40	1.6	4, 11, 17
Training of expositions	31	1.24	1, 9, 12, 17

- The methodology will try to combine the presentation of the most important theoretical aspects, following a system of master classes, from which the dynamics will be work in seminar format with a high participation of the students. To make this possible, cases, problems, simulations and presentations of experiences and focused debates will be presented.
- In this sense, a percentage of blocks A and B will be devoted to master classes (percentage, which will be higher in section B). On the other hand, the teaching methodology will also be based on other types of directed activity that in Block A will be integrated by case studies, simulations or role playing, as well as exhibitions by the students. As for Block B, several seminar sessions will be devoted to the preparation and effective realization and subsequent debate of case law related to 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Directed activity: Expositions	18 per 100	1.5	0.06	1, 4, 6, 15, 16, 17
Directed activity: Team project	15 per 100	1.5	0.06	2, 3, 4, 6, 10, 11, 12, 14, 15, 18
Exam	40 per 100	1	0.04	1, 9, 13
Supervised activity: Case study	27 per 100	1	0.04	1, 3, 5, 7, 8, 12, 14, 15, 17

Continuous evaluation system

The evaluation will start from the two blocks of the subject that will be worth 50% each.

Students will be eligible for evaluation as long as they have completed a set of activities that account for at least 2/3 of the total grade for the subject. If the value of the completed activities does not meet this threshold, the course instructor may consider the student as not evaluable.

To pass the course, a minimum grade of 4 is required in both Block A and Block B, which will be averaged with the other block, as well as having submitted all the scheduled activities. The subject will be passed when the average of the grade obtained from the two blocks is equal to or greater than 5. The weighting of the different activities will be carried out according to the following table:

Block A (50 per 100)

Evidence	Mark in the Block

Exam	30 %
Case study	15 %
Team project (individual qualification)	35 %
Expositions	20 %

Block B (50 per 100)

Evidence	Mark in the Block
Exam	60 %
Continuous assessment of practical activities	40 %

Students will have the opportunity to resit both the continuous assessment activities and, where appropriate, the final exam. The resit may not lead to a reduction in qualification.

Specificationsfor theoretical exam

- Failed answers in multiple-choice exams will discount.

Class attendance regulations

1. Attendance is mandatory at 100% for both theory classes and seminars. If a student does not attend at least 80% of the teaching activities, they will not pass the course. Throughout the semester, attendance will be taken at each session of Social Intervention Networks. For attendance assessment purposes, up to 10% will be deducted from the final grade if unexcused absences reach 20%. If unexcused absences are below this threshold, the reduction will be applied proportionally.

2. Excused absences cannot compute negatively. For an absence to be excused, it must be documented. Only absent due to force majeure such as illness or similar situations that prevent attending the educational activities can be justifiable. The realization of other training activities of the degree may be considered excused absence if previously accepted by the teacher responsible for the subject.

3. Classes start on time. Except in case of reasonable justification, entry to class is not allowed once it has started, neither leaving before it has finished.

Fraudulent conducts

The student who cheats or tries to cheat in an exam will have a 0 in the subject and will lose the right to re-evaluation. The student who presents a practice in which there are indications of plagiarism or who cannot justify the arguments of his practice will receive a warning. In case of repetition of behaviour, the student will failthe subject (0) and will lose the right to re-evaluation.

Single evaluation system

The evaluation will start from the two blocks of the subject that will be worth 50% each. To pass the subject it will be necessary to obtain a minimum grade of 4 in both blocks. The subject will be passed when the average of the grade obtained fromthe two blocks is equal to or greater than 5. The weighting of the different activities will be carried out according to the following table:

Block A (50 per 100)

Evidence Duration: 1:30h	Mark in the Block
Exam	50 %
Continuous assessment of practical activities	50 %

Block B (50 per 100)

Evidence Duration: 1:30h	Mark in the Block
Exam	60 %
Continuous assessment of practical activities	40 %

The students will have the classroom study material, but in no case will the tutorials be assumed as theoretical classes or seminars.

In case of failure the students will have the opportunity to resit. The maximum grade in this case will be 6.

Specificationsfor theoretical exam

- The questions may be combined in multiple choice format and development questions, each part acquiring a weight of 5 out of 10. To make an average between the parts, a minimum grade of 5 points out of 10 must be obtained in the development questions.
- Multiple choice questions will be discounted.

Rules for cases of copying orplagiarism

- Students who cheat or try to cheat in single assessment tests will get a 0 in the subject and will lose the right to reassessment.

Bibliography

Block A

Compulsory bibliography

Bartolomé, M., Campo, J., Massot, M. I., & Vila, R. (2009). *Elaboració d'un programa orientat al desenvolupament de la ciutadania intercultural a través del treball amb xarxes comunitàries: un estudi de cas. Polítiques públiques, percepció ciutadana i materials d'acollida.* Generalitat de Catalunya. Departament

d'Acció Social i Ciutadania. Secretaria per a la Immigració.
http://diposit.ub.edu/dspace/bitstream/2445/21837/6/239041.pd.

Gil, F., Alcover, C. M., Rico, R., & Sánchez-Manzanares, M. (2011). Nuevas formas de liderazgo en equipos de trabajo. *Papeles del Psicólogo*, 32(1), 38-47.

Ubieto, J. R. (2009). *El trabajo en red. Usos posibles en educación, salud mental y servicios sociales.* Gedisa.

Vidal, M., Vialart, M. N., Hernandez, L., & Meilan, A. (2011). Trabajo en red. *Educación Médica Superior*, 25(3), 372-388.

Coomplementary references

Alós-Moner, R., Esteban, F., Jodar, P., Miguélez, F., Alcaide, V., & López-Roldan, P. (2011). *La inserció laboral dels exinterns dels centres penitenciaris de Catalunya*. Centre d'Estudis Jurídics i Formació Especialitzada.
https://repositori.justicia.gencat.cat/bitstream/handle/20.500.14226/130/SC_1_087_11cat.pdf?sequence=2&isAllc

Cuenca, M., & Román, B. (2023). Principios éticos para la práctica del trabajo social comunitario. *Cuadernos de Trabajo Social,* 36(1), 145-154. https://doi.org/10.5209/cuts.82169

Fernández-de-Labastida, I. (2022). Claves para la interdisciplinariedad entre trabajo social y antropología: reflexiones desde el ámbito formativo. *Cuadernos de Trabajo Social,* 35(2), 291-305.
https://doi.org/10.5209/cuts.79362

González, L., & Rodríguez, A. (2020). El trabajo en red colaborativo: desafíos y posibilidades. *Cuadernos de Trabajo Social*, 33(1), 141-151. https://doi.org/10.5209/cuts.64769

Palomo, M. T. (2010). *Liderazgo y motivación de equipos de Trabajo*. ESIC.

Rué, J. (1998). *La metodologia del treball cooperatiu com a via d'integració social i acadèmica dels alumnes d'origen immigrant.* Educar.

Suárez, D., Dávila, P., Argnani, A., & Caressa, Y. (2018). Formación docente y narrativas pedagógicas: una apuesta de trabajo en red desde la extensión universitaria. *+E. Revista de Extensión Universitaria*, 77(7), 244-253. https://doi.org/10.14409/extension.v0i7.7069

Ubieto, J. R. (2007). Modelos de trabajo en red. *Educación Social. Revista de Intervención Socioeducativa*, 36, 26-39.

Ugalde, L., Bernaras, E., Rodríguez, E., & Odria, A. (2020). El trabajo interdisciplinar de módulo como herramienta para el desarrollo de competencias transversales. *Revista Interuniversitaria de Formación del Profesorado. Continuación de la antigua Revista de Escuelas Normales*, 34(1), 243-262.
https://doi.org/10.47553/rifop.v34i1.76567

Vilà, R., & De Campo, J. (2009). Desarrollo de la ciudadanía intercultural a través de redes comunitarias. *RIE: Revista de Investigación Educativa*, 27(2), 427-449

BLOCK B

Compulsory bibliography

Aguilar, V. J. (2015). Explotación laboral de las personas privadas de libertad. Blog CGAE.
https://www.abogacia.es/2015/11/12/explotacion-laboral-de-las-personas-privadas-de-libertad/

Esteban, R. (2008). La Ley estatal de empresas de inserción. Comentario a alguna de sus aportaciones más significativas. *Boletín del Centro de Iniciativas de Economía Social, 63*, 1-9.

Esteban, R. (2014). Propuestas de mejora en la protección por desempleo durante la permanencia en prisión y tras la excarcelación. *Nueva Revista Española de Derecho del Trabajo, 167*, 149-175.

Fernández, P. (2006). *El trabajo de los internos en establecimientos penitenciarios*. Tirant lo Blanch.

Additional questions about the basic bibliography

Given the complexity and extent given to some subjects in the basic manual of labor law and social security, in some respects and as a complement to the explanations given in class will be posted informative documents of public administrations inthe field of employment and social protection.

On the other hand, the case law of the Supreme Court and that of the of Superior Courts of Justice worked in practical class is a useful material for the preparation of the labor part.

Complementary Bibliography on Labor Law and Social Security

The Supplementary Bibliography aims to facilitate acces to documents that addres aspects of the subject in great detail. In some cases,these are sociological studies cited in class.

This is a non-compulsory material. However, it can help to resolve doubts or give a clearer view of the labor and social protection reality of the prison or former prison population. In other words, it aims to provide information for those students who want to deepen in the issues dealt in class.

Aguilera, R. (2009). *El régimen jurídico de las empresas de inserción*. Thomson/Cívitas.

Colectivo IOE. (2001). *Inserción laboral de la población reclusa en la Comunidad de Madrid*.
http://www.colectivoioe.org/index.php/publicaciones_investigaciones/show/id/34

Esteban, R. (1996). Comentario a algunos aspectos conflictivos de la renta mínima de inserción. In J. López (Ed.), *Seguridad Social y protección social: temas de actualidad* (pp. 139-156). Marcial Pons.

Fernández, P. (2006). *El trabajo de los internos en establecimientos penitenciarios.* Tirant lo Blanch.

Gil, J. (2011). Vicisitudes del trabajo penitenciario: suspensión y extinción. *Revista Española de Derecho del Trabajo*, 150, 460-510.

Miguélez, F., Alós-Moner, R., Martín, A., & Gibert, F. (2007). *Trabajar en prisión.* Icaria.

Palomino, P. (2006). La relación laboral especial de penados en instituciones penitenciarias: cuestiones cruciales. *Aranzadi Social*, 5, 587-602.

Subirats, J. (2004). *Pobreza y exclusión social*. Fundación la Caixa.

Vallecillo, M. R., & Molina, C. (2008). *Empresas de inserción y mercados de trabajo inclusivos*. Comares.

Software

No specific software is required to take the course.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan	first semester	morning-mixed