

Degree	Type	Year
2500260 Social Education	OT	3
2500260 Social Education	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

No prerequisites

## Objectives and Contextualisation

Guidance is a function of social education professionals and fundamental educational tool (even more so in times of crisis like the current time) to empower and help, from an empowerment perspective, unemployed people in general, and those who have special difficulties accessing the labour market (young, women, over-45s, immigrants, transgender people, foster care youth, among others), running the risk of being socially excluded. The guidance will accompany these people to build or reorient their professional projects to promote a successful process of labour integration and educational, social and labour development. As well as to break down the barriers produced by discrimination for being a woman, be over 50, or identifying as a member of the LGBTQ+ collective.

The target group for socio-occupational guidance ranges from 16 to 65 years of age or older, so it provides the necessary knowledge to help young people in the development of their professional and life project and adults to review and improve it. It is based on a critical analysis of the socio-labour reality, of active employment policies, of public for equal opportunities policies and of the methodologies of guidance for socio-labour integration, to base intervention in guidance for socio-labour integration through Personalized Insertion Itineraries.

It is a professionalising subject that offers a direct professional opportunity to social education professionals as an employment consultant, job counsellor, job coaching, among others, in different labour contexts (public employment services, public and local administration, Social Services, foundations and private entities, among others).

More specifically, the objectives of the subject are:

- To know and apply the basic vocabulary of guidance for socio-occupational integration.
- To Know and analyse programmes and strategies for accompanying integration.
- To provide tools to understand the incidence of the labour market together with the factors that interact with it, in the employability of people, in order to be able to acquire and develop the necessary skills to provide social and labour guidance to people so that they can achieve their professional objective.

- Acquire a critical view as a guidance professional of the inequalities that occur in the labour market because of being a woman, belonging to the LGBTQ+ group, foster care youth, being a migrant or being over 50 years old.
- Apply some guidance techniques that respond to the diverse needs of counselees.
- To acquire competences for guidance intervention to help people who have difficulties in accessing and remaining in the labour market, promoting their progressive participation and autonomy in the management of their professional development process at any stage of their lives.
- To acquire a critical and ethical personal perspective on the processes of intervention in guidance aimed at groups are vulnerable in the labour market, which becomes an attitude of empowerment of the professional figure of social educator as an agent of change.

## 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. The professional opportunities of occupational guidance for social education professionals
  - 1.1. Tasks and functions.
  - 1.2. Professional context.
  - 1.3. Code of ethics.
2. Basis of guidance and socio-occupational integration
  - 2.1. The concept of guidance for socio-occupational integration.
  - 2.2. The integration process: from exclusion to socio-occupational integration.
  - 2.3. Basic concepts in the guidance process: technical competences, professional qualification, employability, basic employability skills, job satisfaction and personal fulfilment, attitudes favouring integration.
  - 2.4. Non-discriminatory Career Guidance: the gender variable in career choice and development.
  - 2.5. Models to promote guidance intervention in labour market integration.
3. Labour market, transitions, and employment policies
  - 3.1. Indicators of labour market performance
  - 3.2. Transitions to and within the labour market. Youth, youth foster care, and adults.
  - 3.3. Active employment policies in Catalonia: the role of guidance.
4. Guidance intervention
  - 4.1. Identification and analysis of profile.
    - 4.1.1. Labour market barriers: vulnerable groups.
    - 4.1.2. Employability diagnosis. Strategies.
  - 4.2. Guidance action.
    - 4.2.1. Guidance strategy for socio-occupational integration: balance, life histories, the tree of life, etc.
    - 4.2.2. Personal Integration Routing. Process and content.
5. Guidance services and programmes for socio-occupational integration in Catalonia

5.1. Socio-occupational integration programmes aimed at improving the vulnerable situations of different groups discriminated against by the labour market.

5.2. Analysis of socio-occupational guidance programmes and services for groups vulnerable to the labour market based on the principles of social education.

## Activities and Methodology

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	

The student is the protagonist in the teaching-learning process, and under this principle an active, participatory and research-based methodology has been planned which includes the following teaching and learning activities:

### 1. Directed, in large group faces:

- Presentations by the professor on the content and basic questions of the theme. This is carried out with the class group and allows the main contents to be presented through open and active participation by the students. In these directed activities, scientific articles and research projects will be provided will form the basis of the intervention in socio-occupational guidance and which will be discussed in the classroom.
- Research-based learning (RBL). The students will develop an experiential learning, they will find solutions to real orientation problems from science as a basis for professional action.
- Critical incidents to solve open and relevant cases of guidance in the classroom, in order to promote the development of learning and skills through the search for solutions by students. They will be solved in the classroom, and we will generate a process of reflection and discussion.
- Simulation of guidance processes in the classroom.
- Inverted classroom, students will have to document and prepare a topic on the socio-labour characteristics and the barriers that a group at risk of exclusion encounters in the labour market: women in situations of social difficulty, women victims of gender violence, migrants, people with addiction problems, homeless people, long-term unemployed people, transgender people, young people in social difficulty, young people under care, people over 45 years of age and prisoners and ex-prisoners.
- Student presentations, participatory work based on case studies, simulations of guidance processes and debate on current professional issues related to the subject and the result of research in the field of guidance.

2. Supervised. The last hour of class is designed as a seminar format. In it, students will carry out practical activities, in part autonomously, as they will have the guidance and advice of the teaching staff. Both the practical activities, the research activities on the content and progress of the subject, and the development of the descriptive work and analysis of a guidance program or action are activities supervised by the professor.

3. Autonomous students will have spaces for individual, pair and small group autonomous workspaces in order to prepare the work, complete the practical and the evaluation activity (personal reflection activity on their own

competences obtained from the acquired learnings). With the execution of these autonomous activities, students will be able to acquire the competences in a self-regulated manner.

4. Assessment, self-evaluation, and peer evaluation activities: aimed at verifying and grading achievements based on assignments and written tests. All activities that students carry out to pass the subject are evaluation activities.

Supervised and autonomous activities will be subject to formative evaluation in the form of continuous evaluation.

In all the activities, the ethical commitment and deontological principles related to the guidance function will be worked on. Even so, the research competence will be included as the basis for the generation of knowledge on the subject, for which students will have to specify the process of searching for sources of information, the elaboration of the data collection tool and the process of analysing them. The final synthesis test will have to include a process of discussion and conclusions based on scientific papers.

15 minutes will be set aside in the classroom for students to answer the teaching performance evaluation and subject evaluation survey.

This subject contemplates the development of inclusive practices in: the use of audiovisual material, presentations designed to present the contents, the accessibility of materials in ppt format, the participatory methodology and the process of tutorial action and individual guidance to be able to resolve any question related to the subject. Even so, in the activities that students will have to share with the rest of the class, they will have to incorporate the inclusive perspective.

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
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	30 %	0	0	1, 2, 5, 7, 8, 9, 12, 13, 14, 15, 16, 20, 21, 22, 23
BLOCK 2. PRACTICAL ACTIVITIES. Compilation of practical works to show a good use of the tasks performed. They will be revised along the course. 10% are individuals	40 %	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 19, 20, 21, 22, 23
BLOCK 3. PROJECT. Project produced throughout the curse. The students should develop evaluation criteria and educational proposals.	20%	0	0	3, 4, 7, 9, 11, 14, 16, 17, 18, 19, 20, 22, 23

BLOCK 4. Oral presentation of the group work on employment guidance programmes in Catalonia. Individual activity.	10%	0	0	3, 4, 7, 9, 11, 14, 16, 17, 18, 20, 22, 23
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### Continuous evaluation

The evaluation of the subject will be carried out throughout the academic year by means of the activities shown in the evaluation grid. To pass the subject, each of the evaluation activities must be approved with a 5.

The final grade of the subject will be the weighted average of the marks of the three blocks. The subject will be approved with a minimum score of 5. It will not be considered presented when not all the evaluation activities are delivered.

Students who during the subject followed the course and still have some aspect not achieved will be given the opportunity to overcome the subject by redoing the activity or activities not passed. All evaluation activities are recoverable except the group work exhibition. It will not be possible to recover an activity or work that has not been previously assessed. Students will be able to retake the activities during the whole semester, with a maximum date of 03/02/2025.

The activities, cases and exercises will be distributed throughout the subject, timed to the start date and delivery date. The return and monitoring of the activities that from part of the grade will be carried out 15 days after their delivery. Students who wish to review the grade will have to do so within 15 days of its publication in the tutoring hours that the teaching staff has established for this subject and that is stated in the programme.

Attendance is required on the days of the presentations of the group work and the simulation of the scheduled and executed orientation activity on two sessions in November and the last two days of class.

The submission and/or assessment dates will be:

- Work: 13/01/2025. Recovery: 03/02/2025.
- Exhibition of work: 20/01/2025. No recovery.
- Practical activities: activity 1 16/09/2024 (not evaluable), activity 2 21/10/2024, activity 3 25/11/2024 and activity 4 13/01/2025. Recovery deliveries throughout the subject, maximum date: 03/02/2025.
- Final synthesis test: 20/01/2025. Recovery: 03/02/2025

The percentage of individual evaluation of the subject is 50%: exhibition of the group work 15%, final synthesis test 35%. Although there are activities to be carried out in small groups, the grades will be individual, so that not necessarily all members of the group have to be evaluated with the same grade. A rubric will be incorporated into the activities to evaluate the contribution of each member to the group.

The results of the evaluation will be commented on at group and/or individual level. To guarantee an effective and formative feedback, the rubrics used will be provided to students in which they will be able to visualize the model of the good execution of each activity. The feedback of each activity to the student incorporates the received feedback so that they can improve them.

### Repeating students

Students who repeat the subject will have to take the evaluative evidences programmed by the continuous evaluation, the subject does not contemplate this realization of a final synthesis test.

### Single evaluation

- Individual: resolution of 3 cases of socio-occupational guidance. Students will have to answer 5 questions to resolve the proposed cases. Value over final grade: 20%. Delivery date 20/01/2025. Recovery: 03/02/2025
- Individual work self-reflective analysis of the competences acquired as a career guidance professional. Value over final grade: 20%. Delivery date 20/01/2025. Recovery: 03/02/2025

- Individual work: design, elaboration, and application of a personal integration itinerary for a real case. The work has to analyse the barriers imposed by the labour market to the person, prepare the employability diagnosis, design the activities to be developed out in the itinerary, the account of the application and the evaluation of the active job research process. Value over final grade: 40% Delivery Date 20/01/2025. Recovery: 03/02/2025.
- Public defence of the design, preparation, and application of the Personal Integration Itinerary. Value over final grade: 20%. Date of defence: 20/01/2025. There is no recovery.

Students who take part in the single evaluation must compulsorily present the assessment activities on the indicate date and will not receive any feedback on these during the course development process.

The same recovery system will be applied as for continuous evaluation.

In the case of the single evaluation, the results of the assessment will be commented on individually.

For continuous and single evaluation

The research competence required for the development of each of the evaluative activities will be evaluated and will be specified in the programme.

If the student does not submit any of the compulsory evaluation evidences, the final grade of the subject will not be evaluable.

To pass this subject, it is necessary to show an attitude compatible with the educational profession. Therefore, it will be considered that students show a good general communicative competence, both orally and in writing, and good command of the vehicular languages or language that are in the teaching guide. Even so, they should demonstrate attitudes of active listening, participation, empathy and respect throughout the course.

In all activities (individual and group) linguistic accuracy, writing and formal aspects of presentation will therefore be considered. Students must be able to express themselves fluently and correctly, and must show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or failed if the teacher considers that it does not meet these requirements.

For this reason, before submitting evidence of learning, it is necessary to check that the sources, notes, textual citations and bibliographic references have been correctly written following the latest version of the APA regulations and according to the documentation summarized in UAB sources:

<https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa.a2016.pdf>

[http://wuster.uab.es/web\\_argumenta20open/unit2020/sot22203.html](http://wuster.uab.es/web_argumenta20open/unit2020/sot22203.html)

The attitude shown by students will also be assessed, taking into account transversal competences such as: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not-judgement, argumentation, use of the appropriate of mobile phones and computers.

You can consult the document "Criteria and General Guidelines for the Evaluation of the Faculty of Education Sciences" approved by the COA on 28 May 2015 (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>), and also the Assessment Regulations of the Autonomous University of Barcelona (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>).

Finally, the copying or plagiarism of material, whether in the case of assignments, practical or exams, implies a final grade of 0 for the subject, losing the possibility of recovering it, whether it is an individual or a group work (in this case, all members of the group will have a 0). A paper, activity, or exam will be considered "copied" when it reproduces all or a significant part of another student. A paper or activity will be considered "plagiarised" when presenting a part of an author's text is presented as one's own without citing the sources, regardless of whether the source sources are in paper or digital format (more information on plagiarism at [http://wuster.uab.es/web\\_argumenta20open/unit2020/sot22203.html](http://wuster.uab.es/web_argumenta20open/unit2020/sot22203.html)).

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## Software

No one

## Language list

Name	Group	Language	Semester	Turn
(TE) Theory	4	Catalan	first semester	morning-mixed

PROVISIONAL