

## **Socio-employment Policy**

Code: 100502  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Labour Relations	OB	2

### **Contact**

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### **Teachers**

Marcela Arqueros Wood

### **Teaching groups languages**

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

### **Prerequisites**

Teacher group 1 of theory and classroom practices: Marcela Arqueros Wood.

Teacher group 51 of theory and classroom practices: Lidia Andres Delgado.

"The teaching of the subject will be given taking into account the perspective of the Sustainable Development Goals."

### **Objectives and Contextualisation**

This subject is aimed at the knowledge and analysis of public policies that affect the labor market and daily life. It is about analyzing the problems and dilemmas that arise in the working environment. The explicit objectives to highlight of the subject are:

- 1 Knowledge and evaluation of the problems that justify the application
- 2 Knowledge of the characteristics and critical points of the main socio-labor policies
- 3 Learning to evaluate the effects of these policies, how they interact with each other and with other areas of public policy
- 4 Learning to discuss the contents, objectives and impacts of political policies
- 5 Learning to compare different models of socio-labor policies

## Competences

- Advising union and business organizations and their members.
- Applying the information and communication technologies to the different areas of action.
- Clearly expressing ideas or facts in a compelling way.
- Connecting the labour market needs, demands, and fluctuations, and the dynamics and policies of the industrial relations.
- Contextualising the social events from a (geographical, historical, economic, ecological, sociopolitical or cultural) global point of view.
- Contrasting the equality between men and women in the workplace and solving the issues arisen with the Act on Equality.
- Distinguishing the special needs of labour integration in different groups of workers (with mental or psychical disabilities, immigrants...).
- Drawing up and formalising reports and documents.
- Interpreting data and socioeconomic indicators concerning the labour market.
- Organising and managing the available time.
- Producing, implementing and assessing territorial strategies of economic promotion and labour integration.
- Properly analysing the specific situations of reconciliation of work and family life, and implementing the corresponding regulations.
- Retain the ethical values and moral standards in decision-making.
- Students must be aware of the impact and implications of decisions and activities in other company areas.
- Students must be capable of persuading others to agree with their point of view.
- Understanding the dynamic and changing character of the labour relations in the national and international field.
- Verbally communicating and defending a project.
- Working autonomously.
- Working effectively in teams.

## Learning Outcomes

1. Analysing the economic globalisation in the national and international fields.
2. Applying the information and communication technologies to the different areas of action.
3. Assessing and contrasting the segmentation and discrimination in the labour market.
4. Classifying the general and specific policies of occupation. Assessing the equality between men and women in the labour market.
5. Classifying the working time regulations.
6. Clearly expressing ideas or facts in a compelling way.
7. Defining the equality policies.
8. Describing the Social Security policies.
9. Distinguishing the migratory policies.
10. Drawing up and formalising reports and documents.
11. Economically analysing the policies of the current working conditions.
12. Explaining the structure of the labour market
13. Identifying and distinguishing the policies affecting employment.
14. Identifying the institutional aspects of the labour market in order to relate the needs, demands and fluctuations of the labour market and their dynamics.
15. Identifying the position of the Spanish labour market within the context of globalisation.
16. Knowing the structure of the labour market.
17. Organising and managing the available time.
18. Producing and verbally defending written texts of topics related with the previous competences.
19. Recognising the economic policies of the current working conditions.
20. Recognising the institutional aspects of the labour market.
21. Retain the ethical values and moral standards in decision-making.
22. Solving and debating the policies affecting employment as trade unions and employer's organizations.

23. Students must be aware of the impact and implications of decisions and activities in other company areas.
24. Students must be capable of persuading others to agree with their point of view.
25. Understanding the data concerning employment supply and demand.
26. Understanding the employment supply and demand.
27. Understanding the general and specific policies of occupation.
28. Verbally communicating and defending a project.
29. Working autonomously.
30. Working effectively in teams.

## Content

The main objective is to study, from an economic perspective, the main intervention policies in the labor market and its related spaces, highlighting the different options and their effects.

*Part 1. The role of socio-labour policies*

1. Labour activity

Labour and social needs. The spaces of labour: markets, families and public regulation

2. The role of Public Policy

The role and forms of public regulation. Public policies. National models of employment

*Part 2. Employment policies*

3. Macroeconomic policies

The concept of full employment. Keynesian and neoliberal policies. Employment policies in the era of globalisation

4. Policies of protection to unemployed

Types of policies and their economic effects. From welfare to workfare. The debate on universal income

5. Active employment policies

Assesment to unemployed people. Occupational training. Employment promotion

*Part 3. Other labour policies*

6. Time policies

The debate on worktime and their employment effects. Time flexibility and every day life

7. Migratory policies

Types of migrations and types of policies. The effect of flux policies on labour markets

8. Policies against inequalities

Inequalities in the labour market. Gender policies. The role of unions and collective bargaining

*Part 4. Other policies with social and labour effects*

9. Social Security and labour markets

Social Security systems and their labourmarket impacts. State ofthe art

## 10. Personal autonomy Policies

The dependency law in Spain

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
PRACTICE CLASSES	22	0.88	11, 1, 2, 21, 5, 27, 26, 16, 24, 7, 8, 9, 25, 12, 6, 14, 13, 17, 18, 20, 19, 10, 22, 29, 30, 3
THEORY CLASSES	22	0.88	11, 1, 2, 21, 5, 4, 27, 26, 16, 7, 8, 9, 25, 12, 14, 13, 20, 19, 22, 3
Type: Autonomous			
INDIVIDUAL LEARNING	60	2.4	11, 2, 21, 5, 4, 27, 26, 16, 7, 8, 9, 25, 12, 14, 13, 17, 18, 20, 19, 10, 22, 29, 3
READING AND OTHER ACTIVITIES	16	0.64	11, 1, 2, 21, 5, 4, 27, 26, 28, 16, 24, 7, 8, 9, 25, 12, 6, 14, 13, 17, 18, 20, 19, 10, 22, 29, 30, 3
TEAM WORK	30	1.2	11, 2, 21, 5, 4, 27, 26, 28, 16, 24, 7, 8, 9, 25, 12, 6, 14, 13, 15, 17, 18, 20, 19, 10, 22, 23, 29, 30, 3

## TEACHING METHODOLOGY

The center of the learning process is the work of the students, who learn  
Directed activity: students achieve the conceptual bases of the subject as  
Supervised activities: students, with the timely supervision of the teacher  
Autonomous activities: students organize themselves autonomously (stu

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
CLASSROOM PARTICIPATION	10%	0	0	11, 1, 2, 21, 5, 4, 27, 26, 28, 16, 24, 7, 8, 9, 25, 12, 6, 14, 13, 15, 17, 18, 20, 19, 10, 22, 23, 29, 30, 3

TEAM WORK	30%	0	0	11, 2, 21, 5, 4, 27, 26, 28, 16, 24, 7, 8, 9, 25, 12, 6, 14, 13, 15, 17, 18, 20, 19, 10, 22, 23, 29, 30, 3
Two exams	60%	0	0	11, 5, 4, 27, 26, 16, 7, 8, 9, 25, 12, 6, 14, 13, 17, 18, 20, 19, 10, 22, 29, 3

#### INDIVIDUAL EVALUATION: 2 written tests and class participation

The conceptual and theoretical knowledge of the subject achieved by the student  
The individual evaluation is carried out through:

- 2 written tests
- Class participation

The individual evaluation grade is the weighted average of the 2 tests (30%)  
The grade obtained in the individual evaluation represents 70% of the final grade for the subject

#### GROUP EVALUATION: oral presentation

The work carried out in the group and the achievement of the associated tasks

- The documentation submitted by the students regarding their group work
- The oral presentation of the group work in class

The grade obtained represents 30% of the final grade for the subject, but

#### NOT EVALUABLE

Students will be assessable provided that they have completed a set of assignments

#### REASSESSMENT

In the event that the final grade of 5.0 is not obtained by averaging the individual evaluation grades

The reassessment test represents 60% of the final grade for the subject

## SPECIAL CASES

In cases where students cannot attend the written tests, and duly justified, the following will be applied:

## SINGLE EVALUATION

The single evaluation is carried out through:

- 2 written tests, each of the tests has as its object a part of the subject syllabus.
- Practical work with a weight on the final grade of 30%, which must be successfully completed.

In the event that the final grade of at least 5.0 is not obtained, the same non-assessable criterion will be applied as for the case of non-attendance.

Likewise, the same non-assessable criterion will be applied as for the case of non-attendance.

## FRAUDULENT CONDUCT

"Students who copy or attempt to copy an exam will receive a 0 in the subject."

## USE OF ARTIFICIAL INTELLIGENCE

Restricted use: "For this subject, the use of Artificial Intelligence (AI) techniques is prohibited."

## Bibliography

BANYULS, J., CANO, E., PITXER, J.V. SANCHEZ, A. (2005) *Economia Laboral i Polítiques d'Ocupació*. Universitat de València.

CAMPBELL, R. i MC CONNELL (2010) *Economía Laboral*. McGraw-Hill, Madrid.

RECIO, A. (1997) *Trabajos, personas, mercados* FUHEM Icaria, Barcelona.

ROHR, M. (2025) *Análisis económico de las políticas sociolaborales*. Ed. Tirant Lo Blanch.

Specialized bibliography for each topic will be provided, when necessary. You will find this material on the subject's Virtual Campus.

## Software

Office software, TEAMS and other software when necessary.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	second semester	afternoon
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	51	Catalan	second semester	afternoon