

Degree programme	Type	Course
Social Education	OP	3
Social Education	OP	4

Contact lecturer

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Prerequisites

No prerequisites

Group languages

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

Objectives

Socio-Labour Guidance and Insertion is an educational tool aimed at promoting social change and social justice. It constitutes a field of intervention within social education that seeks to foster inclusion, equal opportunities and the effective exercise of social rights. It is also a key function of social educators, who, through personalised support processes, assist individuals facing difficulties in accessing, remaining in or progressing within the labour market, especially those experiencing a real risk of social exclusion.

Socio-Labour Guidance and Insertion helps individuals to build or redefine their life and career projects, promoting meaningful and sustainable labour market integration aligned with each person's interests and potential. It is a tool for breaking down stigma and combating discrimination based on age, gender or identity. It challenges prejudice and opens up new opportunities. It does so through knowledge, critical analysis and social commitment, placing the dignity and rights of every individual at the centre of professional practice.

This course, which has a strong professional orientation, provides conceptual, methodological and technical tools for the design, implementation and evaluation of socio-labour guidance and labour market integration processes in different socio-educational intervention contexts. The course adopts a critical perspective on the structural inequalities that shape individuals' educational and occupational trajectories, promoting professional practice committed to social justice, inclusion and respect for diversity.

More specifically, the course aims for students to:

- Use appropriately the specific terminology related to Socio-Labour Guidance and Insertion.
- Critically analyse programmes, resources and strategies for supporting career guidance and labour market integration across different contexts and intervention profiles.
- Interpret the inequalities and forms of discrimination that permeate the labour market on the grounds of gender, age, origin, sexual and gender diversity, disability, or life trajectory from an intersectional perspective, incorporating this analysis into professional practice.
- Understand the dynamics of the labour market and the social, economic and personal factors that influence individuals' employability, in order to develop guidance tools and competencies tailored to the achievement of each person's career goals.
- Select and apply guidance resources and methodologies adapted to the diverse needs of the individuals being supported, taking into account their competencies, interests, personal circumstances

and context.

- Acquire the skills required to work with individuals facing difficulties in accessing or remaining in the labour market, promoting their autonomy, participation and shared responsibility in the development of their own career and life projects.
- Design career guidance and labour market Integration proposals adapted to the needs, interests, competencies and circumstances of the individuals being supported.
- Develop an ethical and socially committed approach to guidance processes, reinforcing the role of the social educator as an agent of social transformation and a facilitator of rights, particularly when working with groups affected by inequalities in the labour market.

Learning outcomes

1. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.
2. Know the different models and guidance strategies applied to Social Education.
3. Design guidance programs for social inclusion and finding employment.
4. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
5. Using guidance resources and strategies that promote the progressive participation of people.
6. Accompany people at risk of exclusion in their process of growth and emancipation.
7. Guiding immigrants in matters of employment and training.
8. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
9. Economic and instructive variables relate to the indices of insertion and professional development
10. Identify situations in which a change or improvement is needed.
11. Analyse a situation and identify points for improvement.
12. Propose new experience-based methods or alternative solutions.
13. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
14. Critically analyse the principles, values and procedures that govern the exercise of the profession.
15. Consider how gender stereotypes and roles impinge on the exercise of the profession.
16. Explain the explicit or implicit code of practice of one's own area of knowledge.
17. 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.
18. 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.
19. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
20. Propose projects and actions that incorporate the gender perspective.
21. Communicate using language that is not sexist or discriminatory.
22. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
23. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.

Contents

1. Socio-labour guidance as a field of intervention within social education.
 - 1.1. The guidance role of the social education professional.
 - 1.2. Guidance functions of the social education professional.
 - 1.3. Professional competencies of social educators in socio-labour guidance.
 - 1.4. Professional profiles and fields of practice.
 - 1.5. Interdisciplinary and interagency collaboration.
 - 1.6. Ethical principles in guidance interventions.

- 2. Conceptual foundations of socio-labour guidance.
 - 2.1. The process of integration: from exclusion to socio-labour inclusion.
 - 2.2. Definition and objectives of socio-labour guidance.
 - 2.3. Guidance as a tool for social transformation and social justice.
 - 2.5. 2.4. Key concepts in the guidance process: labour market, employability, employability skills, job satisfaction and career fulfilment.
 - 2.6 Guidance from a gender-sensitive, intersectional and non-discriminatory perspective.
 - 2.7. Theoretical models of guidance intervention in socio-labour inclusion.
- 3. Labour market, transitions and employment policies.
 - 3.1. Labour market functioning and labour market indicators.
 - 3.2. Current trends and transformations in work.
 - 3.3. Labour market transitions throughout the life course.
 - 3.4. Active labour market policies and the socio-labour guidance system in Catalonia.
 - 3.5. Resources, programmes and local stakeholders involved in socio-labour inclusion.
- 4. Groups facing barriers to labour market integration.
 - 4.1. Social inequalities and processes of socio-labour exclusion.
 - 4.2. Barriers to labour market access, retention and career advancement.
 - 4.3. Intersectionality, discrimination and labour rights.
 - 4.4. Needs and guidance intervention strategies for groups experiencing situations of vulnerability.
- 5. Guidance intervention in socio-labour inclusion.
 - 5.1. Design and monitoring of Individualised Integration Pathways.
 - 5.2. Employability assessment: interviewing and identifying needs and strengths.
 - 5.3. Individual and group guidance strategies and techniques.
 - 5.4. Active job search tools and digital competence for employability.
 - 5.5. Networking, employer engagement and collaboration with the business sector.
- 6. Good practices in career guidance in Catalonia.
 - 6.1. Guidance and labour market integration programmes aimed at improving the situations of vulnerability experienced by different groups discriminated against in the labour market.
 - 6.2. Analysis of socio-labour guidance programmes and services for groups affected by inequalities in the labour market from the perspective of the principles of social education.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Autonomous activities	75	3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23
Lecturer class	45	1.8	2, 8, 9, 10, 11, 13, 14, 15, 17, 19, 21, 23
Supervised activities	30	1.2	1, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 22, 23

Students are the protagonists of the teaching and learning process and, based on this principle, an active, participatory, reflective, and research-based methodology has been designed, incorporating the teaching and learning activities presented below.

In addition to addressing specific content, the common objectives of the learning activities are to:

- Foster critical thinking, scientifically informed decision-making, autonomy, communication skills, and the transfer of theoretical knowledge to practical situations.
- Facilitate the transfer of theoretical content to practical situations and professional practice.
- Enhance preparedness for professional practice in controlled socio-labour guidance and labour market integration settings.
- Apply the ethical principles of the profession in guidance interventions.

All activities:

- Incorporate a gender-sensitive and intersectional perspective, promoting critical analysis of the mechanisms of discrimination and inequality present in the labour market and in socio-labour guidance processes.
- Include a commitment to ethical practice and the deontological principles associated with the guidance role. Likewise, the development of research competence will be promoted as a basis for generating knowledge in the field of socio-labour guidance. In activities that require it, students will be expected to justify the process of searching for and selecting information sources, as well as describe the procedures used for data collection and analysis.

This course will incorporate the principles of Universal Design for Learning (UDL) by offering multiple means of representation of content, engagement of students, and expression of learning. Teaching materials will be digitally accessible and made available sufficiently in advance. Accessible audiovisual resources and presentations designed according to accessibility criteria will be used. Participatory methodologies will also be promoted, and individualised guidance will be provided to foster equity in learning processes. Activities shared with the class group will incorporate inclusive principles that guarantee active participation and recognition of the diversity present in the classroom.

The different activities are described below:

1. Directed activities: face-to-face sessions with the whole class

a. Lectures delivered by the teaching staff on the main topics and key issues of the syllabus.

These activities aim to provide the conceptual and empirical foundations necessary for the analysis of and intervention in socio-labour guidance. They will be carried out with the entire class group and will address the main course contents through the active and open participation of students. Scientific articles and research projects supporting socio-labour guidance practice will be provided, and students will be required to incorporate them into the final integrative assessment (reflective journal).

b. Research-Based Learning (RBL).

Students will engage in experiential learning by seeking solutions to real guidance-related problems, using scientific evidence as the basis for professional action. This will involve formulating questions, searching for sources, critically analysing information, and constructing responses grounded in empirical and theoretical evidence. The approach will be based on real situations related to socio-labour guidance and labour market

integration involving individuals and groups facing structural barriers to accessing, remaining in, or progressing within the labour market. Based on these cases, students will undertake an evaluation process from the perspective of social education and generate improvement proposals supported by scientific evidence.

c. Critical incidents.

Critical incidents will be addressed through open and relevant socio-labour guidance cases requiring the identification of problems, the search for evidence, and the formulation of justified professional decisions. These incidents will be resolved in the classroom through guided reflection and discussion processes.

d. Simulation of socio-labour guidance processes.

Students will assume the roles of both the professional practitioner and the person receiving guidance through the enactment of real intervention situations.

e. Flipped classroom.

The flipped classroom approach will be used, firstly, to deepen students' understanding of the inequalities and structural barriers affecting specific groups in the labour market. Students will be required to engage in autonomous preparation outside the classroom and take an active role in preparing and presenting content related to socio-labour characteristics, barriers to labour market access, and guidance resources aimed at individuals affected by processes of discrimination or socio-labour exclusion (women experiencing social hardship, women survivors of gender-based violence, migrant populations, individuals experiencing addiction-related problems, people experiencing homelessness, long-term unemployed individuals, trans people, young people facing social difficulties, care leavers, people over the age of 45, and incarcerated or formerly incarcerated populations, among others).

Secondly, the flipped classroom will focus on the identification, critical analysis, and presentation of socio-labour guidance programmes and services implemented in Catalonia and targeted at groups affected by labour market inequalities. Working in small groups, students will select a real programme or service-public, private, or from the third sector-and analyse its objectives, methodologies, target populations, outcomes, and good practices from the perspective of social education.

f. Collective discussion.

At the end of each learning activity, a specific space will be reserved for presenting and discussing the results with the whole class. Through open and guided discussions, students and teaching staff will provide comments, questions, and suggestions for improvement, fostering critical reflection, review of learning outcomes, and the continuous improvement of the work produced.

2. Supervised activities

The final hour of each class session has been designed as a seminar. Students will undertake practical activities in a partially autonomous manner, with guidance and support from the teaching staff.

Supervised activities will include: employability assessment, analysis of the labour market related to the social educator profession, assessment of the active job-search process, and the design of an Individualised Integration Pathway (IIP).

3. Autonomous activities

Students will be required to organise individual and group autonomous work periods for the preparation of learning activities related to the flipped classroom and simulations, the completion of practical activities, and the development of the reflective journal. These activities will foster autonomy, self-regulation, and responsibility within students' own learning processes.

a. Autonomous preparation of flipped classroom content.

Students will be expected to prepare in advance by consulting and analysing relevant scientific, professional, and institutional sources related to the assigned topic. This preparation will enable them to develop the content that will subsequently be presented and discussed in class, thereby assuming an active role in the shared

construction of knowledge.

b. Preparation of the simulation.

Students will be required to plan and structure the simulation of the socio-labour guidance process in advance, based on the assigned case. This will involve defining the objectives of the intervention, selecting the guidance strategies and techniques to be employed, and identifying the resources required for the activity. This preparation will facilitate a well-founded simulation aligned with professional practice.

c. Individual reflective journal.

The reflective journal constitutes the final integrative assessment. Each student will prepare a written record of personal reflections, questions, emotions, significant learning experiences, and the learning process itself (how learning occurred and through which means). The journal must include a conclusions section grounded in relevant scholarly literature from the field, with the aim of connecting theoretical content with the applied learning experiences developed throughout the course, fostering a critical and ethical stance, and promoting a commitment to social justice.

The journal must also include a reflection on the development of professional identity, emerging ethical dilemmas, and the impact of learning on future guidance practice.

4. Assessment, self-assessment, and peer assessment activities

These activities are intended to verify learning achievements and contribute to the final grading of the course through the various pieces of evidence generated throughout the semester. All activities undertaken by students in order to successfully complete the course will constitute assessable activities.

Supervised and autonomous activities will be subject to formative assessment within the framework of continuous assessment.

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
APPLIED RESEARCH AND ANALYSIS OF GUIDANCE RESOURCES. Analysis of a group vulnerable in the labour market, critical review of a real socio-occupational guidance programme or action, and development of socio-educational improvement proposals. Group activity	20%	0	0	2, 8, 9, 10, 11, 12, 13, 14, 17, 18, 20, 21, 22
SIMULATION. Simulation of a socio-occupational guidance activity. Individual activity.	10%	0	0	1, 4, 5, 6, 12, 20
REAL CASE ANALYSIS AND SOLUTION ACTIVITY. Design and implementation of personalized guidance actions. Group activity.	10 %	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,

				18, 19, 20, 21, 22, 23
LABOUR MARKET ANALYSIS. Labour market outlook for the profession of "Social Educator." Group activity.	10 %	0	0	8, 9, 11, 12, 13, 16, 19, 21, 22, 23
FLIPPED CLASSROOM activity on the socio-labour characteristics of a target group. Individual activity.	5%	0	0	8, 9, 10, 11, 14, 15, 17, 19, 21, 23
REFLECTIVE JOURNAL: Final Assessment. Content review of the course units through a self-reflective evaluative activity supported by theoretical reasoning related to the learning outcomes achieved. This activity will be completed at the end of the course. I	30 %	0	0	1, 2, 5, 6, 7, 10, 13, 14, 15, 16, 17, 19, 20, 21, 23
DIAGNOSTIC AND REFLECTIVE EVALUATION. Development of an employability and job satisfaction diagnosis. Group activity.	10 %	0	0	1, 5, 8, 9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23
FLIPPED CLASSROOM on career guidance programmes in Catalonia aimed at a target group of interest. Individual activity.	5%	0	0	2, 8, 9, 10, 11, 12, 13, 14, 17, 20, 21, 22

Continuous Assessment

The assessment of the course will be carried out throughout the semester through a continuous assessment system based on the completion of different learning evidences, detailed in the assessment table and in the following sections. These activities will allow for the progressive evaluation of the achievement of the intended competences and learning outcomes.

To pass the course, students must obtain a minimum grade of 5 out of 10 in each assessment activity, as well as an overall final grade of 5 or higher.

Activity 1: Title: Diagnostic and Reflective Assessment of Employability. Type: Diagnostic and reflective assessment activity. Format: Group work. Weight in the final grade: 10%. Implementation period: From 14/09/2026 to 05/10/2026. Discussion session: 19/10/2026. Submission date: 26/10/2026. Recoverable: Yes. Recovery procedure: Resubmission incorporating the feedback provided during assessment. Recovery deadline: No later than 25/01/2027. Description: This activity involves analysing the key elements required to obtain and maintain employment, achieve job satisfaction, and develop effective job-search strategies.

Activity 2: Title: Exploring Professional Opportunities in Social Education. Type: Labour market analysis activity. Format: Group work. Weight in the final grade: 10%. Implementation period: From 19/10/2026 to 02/11/2026. Discussion session: 16/11/2026. Submission date: 23/11/2026. Recoverable: Yes. Recovery procedure: Resubmission incorporating the feedback provided during assessment. Recovery deadline: No later

than 25/01/2027. Description: Research activity aimed at analysing current characteristics and emerging trends in the labour market within the field of Social Education. Through the study of job advertisements, sector reports and other information sources, students will identify demanded competencies, emerging professional fields and employment opportunities, reflecting on the implications of these changes for the construction of their own professional projects.

Activity 3: Title: Designing to Support: Development of an Individualised Integration Pathway (IPI). Type: Real case analysis and problem-solving activity. Format: Group work (with the same members who completed Activity 1). Weight in the final grade: 10%. Implementation period: From 16/11/2026 to 14/12/2026. Submission date: 21/12/2026. Recoverable: Yes. Recovery procedure: Resubmission incorporating the feedback provided during assessment. Recovery deadline: No later than 25/01/2027. Description: Through self-referential and professional cases, students will apply the course content to develop competencies related to professional project planning, active job searching, guidance assessment and decision-making. These activities promote critical reflection, peer learning and the transfer of learning to future professional practice in Social Education.

Activity 4: Title: Simulation of a Career Guidance Intervention Activity. Type: Simulation. Format: Individual. Weight in the final grade: 10%. Date: 11/01/2027. Recoverable: No. A role-play of a guidance process will be carried out. Description: Professional simulation activity in which students will design and implement a career guidance intervention aimed at a future social educator. Through the representation of situations typical of professional practice, students will develop competencies related to communication, facilitation of individual guidance activities, methodological adaptation and decision-making in guidance contexts.

Activity 5: Title: Research on Career Guidance Programmes for Groups Facing Labour Market Integration Difficulties. Type: Inquiry-Based Learning. Format: Group work (maximum 3 students). Weight in the final grade: 20%. Implementation period: From 21/09/2026 to 10/01/2027. Submission date: 11/01/2027. Recoverable: Yes. Recovery procedure: Resubmission incorporating the feedback provided during assessment. Recovery deadline: No later than 25/01/2027. Description: Inquiry-based learning activity in which students will analyse real career guidance programmes aimed at groups experiencing labour market integration difficulties. Based on the identification of the group's needs and the critical analysis of a specific programme, students will formulate improvement proposals from a Social Education perspective.

Activity 6: Title: Presentation of a Group Facing Labour Market Integration Difficulties. Type: Flipped Classroom. Format: Individual. Weight in the final grade: 5%. Date: 16/11/2026. Recoverable: No. Description: Students will independently research a group facing structural barriers to accessing, remaining in, or progressing within the labour market. Based on the consultation and analysis of scientific, professional and institutional sources, they will deliver an oral presentation on the group's socio-labour characteristics, as well as the main inequalities and forms of discrimination affecting them.

Activity 7: Title: Good Practices in Career Guidance in Catalonia: Presentation and Evaluation of Guidance Services and Programmes. Type: Flipped Classroom. Format: Individual. Weight in the final grade: 5%. Date: 21/12/2026. Recoverable: No. Description: Students will identify, analyse and evaluate a career guidance programme or service implemented in Catalonia. Drawing on documentary, institutional and professional sources, they will deliver an oral presentation on the programme's objectives, methodology, target groups, resources used and good practices, assessing its strengths and limitations from the perspective of Social Education and career guidance.

Activity 8: Title: Reflective Journal on What I Have Learned in the Course Career Guidance and Labour Market Integration. Type: Reflective journal. Format: Individual. Weight in the final grade: 30%. Implementation period: From 07/09/2026 until the submission date. Submission date: 11/01/2027. Recoverable: Yes. Recovery deadline: No later than 25/01/2027. Description: Critical reflection activity on the learning achieved throughout the course and on its contribution to the development of the professional identity of the social educator in the field of career guidance and labour market integration.

The grades and feedback for assessment activities will be provided within a maximum period of fifteen working days after submission or completion. Students will have fifteen working days from the publication of the grade to request a review during the office hours established by the teaching staff and specified in the course syllabus.

Attendance is mandatory on 16/11/2026, 21/12/2026, and 11/01/2027, when the following activities will take place: a flipped classroom activity in which students will present groups affected by inequalities in the labour

market, presentations of career guidance programmes, and the simulation of a planned and implemented career guidance activity.

Assessment results will be discussed either collectively or individually. In order to promote formative assessment, students will have access to the rubrics corresponding to each assessment activity before its implementation. The feedback provided will enable students to identify strengths, areas for improvement, and recommendations to support their learning progress.

Use of Generative Artificial Intelligence (GAI)

In this course, the restricted use of Generative Artificial Intelligence (GAI) is permitted exclusively for support tasks such as:

- Searching for general bibliography or initial information sources.
- Generating ideas or preliminary outlines to organise one's own work.
- Reviewing formal aspects such as grammar or style, without modifying the substantive content.
- Translations.

The use of GAI is not permitted for:

- Fully or partially writing assignments, activities, or the reflective journal.
- Generating content that is presented as the student's own original work.
- Replacing the process of personal reflection required in assessment activities.

Students must clearly identify which parts have been generated using this technology, specify the tools employed, and include a critical reflection on how these tools have influenced both the process and the final outcome of the activity.

Lack of transparency regarding the use of artificial intelligence in assessment activities will be considered a breach of academic integrity and may result in a partial or total penalty in the grade awarded for the activity, as well as more severe sanctions in cases of serious misconduct.

Resubmission

In accordance with the UAB Academic Regulations (Article 261, p. 78), students may be eligible for resit assessment if they have previously been assessed in activities representing at least two-thirds of the final course grade and have obtained a minimum average mark of 3.5.

All assessment activities will be eligible for resit except for the simulation of a career guidance activity (Activity 4) and the two flipped classroom activities (Activities 6 and 7), due to the competency-based and face-to-face nature of these assessment tasks.

Students may resubmit the recoverable activities throughout the semester, with the final submission deadline set for 25/01/2027.

Students repeating the course must submit the assessment tasks established for either continuous assessment or single assessment. The course does not provide a final synthesis examination for repeating students (Section 2 of Article 267 of the UAB Academic Regulations, p. 81).

Single Assessment

Students opting for the single assessment system must demonstrate the achievement of the course competences through the submission and defence of three interrelated assessment tasks integrating theoretical knowledge, analytical skills, and practical application in real or simulated contexts.

The scheduled date for the written examination (Evidence 1), the submission of Evidence 2, and the oral presentation (Evidence 3) is 11 January 2027.

Evidence 1: Title: Analysis and Critical Reflection on Career Guidance Cases. Type: Written examination. Format: Individual. Weight: 25%. Recoverable: Yes. Resit procedure: Through a new written resit examination. Resit date: 25 January 2027. Description: Face-to-face written examination in which students must critically

analyse and reflect on the core contents of the course through their application to an unfamiliar case provided by the lecturer. This reflection must be supported by relevant academic authors and references.

Evidence 2: Title: Design of an Individualised Integration Pathway (IPI). Type: Professional application activity. Format: Individual. Weight: 35%. Recoverable: Yes. Resit procedure: Resubmission incorporating the feedback provided during assessment. Resit date: 25 January 2027. Description: Development of a real practical case. Students must design an Individualised Integration Pathway (IPI) based on a real interview conducted with a person experiencing social vulnerability, including an employability assessment, objectives, intervention phases, and support resources.

Evidence 3: Title: Oral Presentation and Defence of the Individualised Integration Pathway. Type: Oral examination. Format: Individual. Weight: 40%. Recoverable: No. Description: Individual oral presentation of the completed IPI case study. Through questions posed by the lecturer, students will explain the intervention process, the decisions taken, and their theoretical, methodological, and ethical justification. The same resit procedures established for continuous assessment will apply to Evidences 1 and 2.

The review of final grades will follow the same procedure as that established for continuous assessment.

Students opting for single assessment must submit all assessment tasks on the specified dates and will not receive formative feedback on these tasks during the course.

In the case of single assessment, assessment results will be discussed individually.

Common Provisions for Continuous and Single Assessment

Research competence required for the development of each assessment activity will be assessed according to the criteria specified in the course syllabus.

A student will be graded as Not Assessable if all assessment activities are not submitted, in accordance with Section 9 of Article 266 of the UAB Academic Regulations (p. 80).

To pass this course, students must demonstrate strong general communication skills, both oral and written, as well as a good command of the language(s) of instruction specified in the course guide.

In all activities (individual and group-based), linguistic accuracy, quality of writing, and formal presentation aspects will be taken into account. Students must be able to express themselves fluently and accurately and demonstrate a high level of comprehension of academic texts. An activity may be returned without assessment or failed if the lecturer considers that these requirements have not been met.

Before submitting any learning evidence, students must ensure that sources, notes, quotations, and bibliographic references are correctly presented according to the latest edition of APA Style and the guidelines provided by the UAB.

To pass this course, students must also demonstrate an attitude consistent with the educational profession. The assessment of attitudes will take into account transversal competences such as active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgemental behaviour, argumentation skills, and the appropriate use of mobile phones and computers.

Students may consult the document *General Assessment Criteria and Guidelines of the Faculty of Education Sciences*, approved by the Academic Affairs Committee on 28 May 2015, as well as the Assessment Regulations of the Universitat Autònoma de Barcelona.

Finally, any form of copying or plagiarism in assignments, practical work, or examinations will result in a final grade of 0 for the course and the loss of the right to resit assessment. This applies to both individual and group work (in the latter case, all group members will receive a grade of 0).

A piece of work, activity, or examination will be considered copied when it reproduces all or a significant part of another student's work.

A piece of work or activity will be considered plagiarised when a text or part of a text produced by another author is presented as one's own without proper citation, regardless of whether the original source is printed or

digital.

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Software

No one

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	4	Catalan	first semester	morning-mixed