

**COURSE DATA****DATA SUBJECT****Code:** 33735**Name:** Orientation for labour market insertion**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Educational guidance II	ELECTIVES

COORDINATION

PEREZ BOULLOSA ALFREDO

SUMMARY

Guidance for Labor Insertion is a subject that offers the student theoretical-practical training to work at the point where the individual meets the current world of work, helping people to design their professional project based on the triple adaptation between the personal characteristics, and the academic and work requirements of the environment.

This subject falls within the professional field of the Educational Guidance pedagogue and, more specifically, Vocational Guidance.

The subject aims to be eminently practical and functional, based on the approach and resolution of practical cases, applications, activities and resources that, from professional practice, involve the acquisition or improvement of the pedagogue's own competencies in the fields of work linked to the process. job insertion.



Despite its applied design, it involves, from a more general and theoretical framework, systematizing and substantiating the trends, principles, approaches and challenges of Professional Integration, meeting the demands of 21st century professionals. This will allow us to contextualize, understand and enrich the practical applications that will be worked on throughout the entire semester.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Es recomendable haber cursado previamente la asignatura de Orientación Educativa.

COMPETENCES / LEARNING OUTCOMES

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Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop organisational and planning skills.

Develop strategies and techniques to promote participation and lifelong learning.

Develop the capacity to solve problems and make decisions.

Organise and manage schools and educational institutions, services and resources.

Skills in analysis and synthesis.

DESCRIPTION OF CONTENTS

1. PROFESSIONAL GUIDANCE AND GUIDANCE FOR LABOR INSERTION



2. THE PRODUCTIVE AND LABOR SYSTEM

3. ACTIONS AND RESOURCES FOR LABOR INSERTION AND REINSERTION

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	12,50
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	15,00
Total hours	67,50

TEACHING METHODOLOGY

The teaching methodology will depend on the organizational modalities and time distribution established by the degree and allowed by the Faculty's resources. In any case, given the theoretical-practical and applied nature of the subject, tasks, case studies and brief presentations by students will be organized, giving priority to a methodology that involves a dynamic based on debate and collaborative work.

To carry out the majority of face-to-face activities (theory and practice classes) the student must carry out a series of tasks that are specified in the following:

a) Before class: perform readings, prepare materials, research, review knowledge, prepare and deliver tasks requested through the virtual classroom.



b) During the in-person activity (class): listen and take notes, compare, contrast, generate your own ideas, and actively participate, communicate, debate... Only attendance with active participation in classes will be valued.

Practical cases will also be solved, activities related to the management and discussion of different instruments, materials and activities of preferably practical content will be carried out, delivering them to the teacher upon completion.

c) After class: complete, organize and integrate knowledge, make reports, memories, etc. and those complementary activities that are requested, delivered through the virtual classroom within the corresponding period.

EVALUATION

The **evaluation procedures** of the subject will contemplate:

1.- Assignments, activities and partial theory exams-	25%
2.- Participation in class and resolution of exercises and practical cases in person-	35%
3.- Final Theoretical-Practical exam, consisting of an oral and/or written test-	40%

(At least a grade of 4 - out of 10 - must be obtained in the final exam to be able to pass the subject)

Given that a large part of the different evaluable activities of the student are based on the in-person teaching-learning activity, in accordance with the teaching modality of the Degree in Social Education, for the extraordinary call only the sections may be repeated or recovered 1 and 3, leaving the second with the grade obtained in the first call. When the final exam is accessed in the first or second call without having participated in the continuous evaluation, a final exam will be taken that will include the theoretical and practical aspects, and may achieve a maximum grade of 6.5 points out of 10.0.

Evaluation criteria:

¿ Active participation, commitment and interest in theory and practical classes.

¿ Adequate performance of activities and tasks. Shall be deemed:



- Deadlines. Activities cannot be delivered outside the established deadlines.
- Adequate presentation.
- Grammatical and syntactic correction.
- Adequate organization.
- Expository clarity and capacity for synthesis.
- Orderly, systematic and documented presentation of the contents.
- Personal, critical and well-founded elaboration of what has been learned.
- Richness, originality and relevance of ideas and personal opinions.

University of Valencia Regulations on Fraudulent Actions and the Use of Artificial Intelligence

The fraudulent completion of assessment tests and plagiarism in evaluated assignments will be addressed in accordance with the University of Valencia's Regulations on Assessment and Grading (ACGUV 108/2017) and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that has not been previously and expressly authorised by the teaching staff for the preparation of assessment materials will result in those materials not being considered as the student's own work. Such cases will be addressed according to current regulations and the Code of Conduct and Good Practices of the University of Valencia (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- Reference B1: Pérez Boullosa, A. y Blasco Calvo, P. (2010). Orientación e Inserción Profesional. Fundamentos y tendencias. Valencia: Nau Llibres.
- Reference C1: Ercova (2024). Itinerarios personalizados para el acceso al empleo. Valencia: ERCOVA.
- Reference C2: Fernández, A. y Blasco, M. (2012). Estrategias de búsqueda de empleo. Madrid: CEF.
- Reference C3: Montané, J. (1993). Orientación Ocupacional. Barcelona: CEAC.
- Reference C4: Rodríguez Moreno, M. L. (2006): Evaluación, balance y formación de



competencias laborales transversales: propuestas para mejorar la calidad en la formación profesional y en el mundo del trabajo. Barcelona: Laertes.