



COURSE DATA

DATA SUBJECT

Code: 44362

Name: Guidance and professional development for social and labour integration

Cycle: Master's Degree

ECTS Credits: 3

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2192 - Master's Degree in Social and Education Action	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	Guidance and professional development for social and labour integration	ELECTIVES

COORDINATION

SANCHEZ CAÑADA ISABEL ROSA

PEREZ BOULLOSA ALFREDO

SUMMARY

At the end of the work in this subject, it is desirable that the students be able to design iterations of training and professional insertion for young people as well as to find the different information resources and professional guidance.

Previous knowledge. Relationship with subjects of the same degree:

Together with the rest of the subjects of the 'Minor' specialty, it forms the common formation of the Master in Social and Educational Action, which will facilitate the acquisition of the basic, general and transversal competences of the master. No enrollment restrictions specified with other subjects in the curriculum.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

-

Analizar críticamente los discursos de la relación educativa, y construir los elementos de revisión de la propia identidad profesional y de la relación con el otro.

Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

Anticipar consecuencias y situar en el desarrollo histórico las problemáticas concretas del contexto de intervención socioeducativa.

Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.

Comprender y utilizar conocimientos avanzados en el contexto de la investigación socioeducativa.

Desarrollar estrategias para la problematización, el análisis y la investigación de la acción social y educativa, con el objetivo de diseñar y revisar vías para la intervención.

Evaluar teorías y metodologías para formular juicios críticos sobre la propia práctica socioeducativa y el contexto en el que se desarrolla.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

DESCRIPTION OF CONTENTS

¿ Professional orientation, promotion and professional development.

¿ Professional initiation training programs.

¿ Development of skills for employability.

¿ Job search and professional selection.

¿ Youth insertion factors.

¿ Orientation for job placement and professional development.

¿ Resources, programs and services for professional orientation and job placement for young people



WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,00
Independent study and work	32,00
Preparation of lessons	0,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

MD1 - Participatory Master Lesson

MD2 - Troubleshooting

MD3 - Collaborative and / or cooperative learning

MD6 - Workshops

MD7 - Study and student work to integrate the skills of the module (linked to self-employment)

EVALUATION

SE1 - Exam, which will consist of taking one or more oral and / or written tests

SE2 - Portfolios, in which the different works carried out by the student will be included.

SE5 - Participation in the different class activities.

In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020). The use of technologies (including AI) to create



assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- Ercova (2024). Itinerarios personalizados para el acceso al empleo. Valencia: ERCOVA
- FERNÁNDEZ, A. y BLASCO, M. (2012): Estrategias de búsqueda de empleo. Madrid: CEF.
- MONTANÉ, J. (1993): Orientación Ocupacional. Barcelona: CEAC.
- 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.
- HANSEN, E. (2006): Orientación Profesional. Un manual de recursos para países de bajos y medianos ingresos. Montevideo : CINTERFOR/OIT.