

Career Guidance

Code: 103526
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

Contact

Name: Màrius Martínez Muñoz
Email: Marius.Martinez@uab.cat

Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

None

Objectives and Contextualisation

This subject, compulsory in the third course of Pedagogy aims at training vocational guidance practitioners working in collaboration with secondary school teachers and in local employment services. The subject covers the main resources that promote development processes towards professional selfrealisation. It considers labour market access on a mid-term perspective (when working in secondary school) or in a short-term perspective when working in employment services. The guidance process along secondary compulsory and post-compulsory education as well as in higher education or in occupational settings will be the focus of the subject. It will also provide techniques, programmes and tools of vocational guidance in the frame of transitions and lifelong and wide guidance.

This subject, together with "School guidance" is the basis of the mention "Educational Guidance" in the fourth course of Pedagogy.

Skills

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Diagnose peoples development needs and possibilities to support the development of educational and training activities.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Identifying educational and guidance requirements based on pre-designed strategies.
2. Identifying the ethical principles existing in the processes of mediation and guidance.
3. Proposing strategies and initiatives for guidance and mediation based on real or simulated situations.
4. Relating training and guidance requirements with guidance strategies.
5. Simulating multi-professional or inter-professional work in relation to guidance or mediation processes.

6. Successfully develop targeting, consultation and mediation strategies, according to pre-established professional standards.

Content

- 1.-Training, profession, occupation and labour market.
- 2.- Vocational guidance: models and principles.
- 3.- Techniques, programmes, strategies of vocational guidance in compulsory and post compulsory secondary education and in higher education.
- 4.-Career guidance and sociolabour inclusion: principles and models.
- 5.- Labour market perspectives. Job opportunities.
- 6.- Employability profiles.
- 7.- Guidance programmes and strategies to promote labour insertion.
- 8.- Guidance networks in a territory.

Methodology

The student is the agent of the learning process. The methodology has been designed accordingly as shown in the table below.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Assessment activities	0	0	3, 4
Group teaching sessions	30	1.2	6, 1, 3, 4, 5
Seminars, participative work, student presentations	15	0.6	6, 1, 3, 4, 5
Type: Supervised			
Assignments	30	1.2	6, 3
Type: Autonomous			
Selfdirected work	75	3	2

Evaluation

Assessment will be done during all the course through the activities displayed in the above table.

The first assignment (not evaluable but compulsory) will be delivered during february. the second assignment will be delivered at the end of the 11th. session (before april, the 26th.). The third assignment will be delivered by the end of may. The examination will be done during the last session (the 15th. session). the three assignments and the examination could be re-evaluable.

Exercises, cases, problems will be distributed along the subject, scheduled. Feed back and follow-up will be done within the month. Students fulfilling the requirements but with some aspect failed will have the chance of improving it.

Copying any part of an assignment, exam or practical work will lead to a "fail" as a final mark.

The final mark will be the mean of all assignments. It'll be necessary to obtain a minimum mark of 4 out of 10 to be included in the mean and to be evaluated. Pass will be obtained with a minimum mark of 5.

Class attendance is compulsory minimum at an 80%, less will be considered "non presented" as a final mark.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Case studies, practical assignments, roleplaying, other activities	35%	0	0	6, 2, 1, 3, 4, 5
Examination	25%	0	0	6, 3
Practical assignments (programmes and activities)	40	0	0	4

Bibliography

Alvarez González, M. (2005). La toma de decisiones vocacional. Aspectos a considerar. En M. ÁLVAREZ GONZÁLEZ Y

R. Bisquerra (coords.). Manual de orientación y tutoría. (soporte electrónico). Barcelona: Praxis.

Alvarez González, M. (2006). Programa para la mejora de la madurez vocacional en secundaria.

Alvarez González, M. (coord.) (2007). La madurez para la carrera en la educación secundaria. Evaluación e intervención. Madrid: EOS

Echeverría, B. (Coord.) (2008). Orientació professional. Barcelona: UOC.

Funes, J. (2009). L'acompanyament de nois i noies adolescents en les seves transicions quan s'acaba l'escolaritat secundària obligatòria. Diputació de Barcelona [en línia].
<http://www.diba.cat/educacio/recursos/publica/publicacions/acompanyament.asp>

Jariot, M., Rodríguez, M., Sala, J. y Villalba, A. (2008). El proceso de desinternamiento de jóvenes extutelados para favorecer una inserción sociolaboral positiva. Análisis de la situación actual en los Centros Residenciales de Acción Educativa. *Bordon*, 60 (3), 63-76.

Martínez, M. (2004). La transición de primaria a secundaria. La experiencia de dos centros de Cerdanyola del Vallès. En López Yáñez, J. et. Alt. Actas del octavo congreso de Organización de Instituciones Educativas. Sevilla: Universidad de Sevilla. Pp. 899 - 908.

Martínez, M. (2009a). La orientación y la tutoría en la universidad en el marco del Espacio Europeo de Educación Superior. Revista FUENTES, nº 9, pp. 78 - 97.
http://www.revistafuentes.es/numeros_anteriores/articulo.php?vid=9&id_articulo=4

Martínez, M. (2009b). Competencias, Orientación y TIC. Educaweb nº 183.
<http://www.educaweb.com/noticia/2009/02/09/competencias-orientacion-tic-13467.html>

Martínez, M. (2010). L'orientació a les xarxes locals de transició escola - treball. Diputació de Barcelona [en línia] <http://www.diba.cat/educacio/recursos/publica/publicacions/orientacio.asp>

Martínez, M. (2011). La tutoría y la orientación en las prácticas profesionalizadoras. Guías Práxis FP. Barcelona: Wolters Kluwer. Pp. 1 - 28.

Martínez M. y Martínez, S. (2003). La consulta colaborativa en la transformación de una escuela en una comunidad de aprendizaje. En Buendía, L et. Alt. (Coords.). XI Congreso nacional de modelos de investigación Educativa. Granada: Grupo Editorial Universitario.

Martínez, M. I Pinya, C. (2012). Els instituts escola. Aspectes Curriculars, organitzatius i d'orientació. Consell Superior d'Avaluació del Sistema Educatiu. Documents nº 21.

<http://www20.gencat.cat/docs/Educacio/Home/Consell%20superior%20d%27avalua/Pdf%20i%20altres/Static%2>

Martínez, M. i Arnau, L. (2015). Després de l'ESO que puc fer? Diagnosi i propostes per a l'orientació educativa de 12 a 16 anys. Informes Breus, 56. Barcelona: Fundació Jaume Bofill.
<http://www.fbofill.cat/intra/fbofill/documents/publicacions/613.pdf>

Padilla, M. T. (2001) Estrategias para el diagnóstico y la orientación profesional de personas adultas. Barcelona: Laertes.

Sánchez, Ma. F. (2004). Orientación laboral. Madrid: Sanz y Torres.

Sebastián, A. (Coord.) (2003). Orientación profesional. Un proceso a lo largo de la vida. Madrid: Dykinson.

Sobrado, L.M., y Cortés, A. (Coords.) (2009). Orientación Profesional. Nuevos escenarios y perspectivas. Madrid: Biblioteca Nueva