

Career Guidance

Code: 103526
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

Contact

Name: Mercè Jariot García
Email: Merce.Jariot@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

Teachers

Carme Martínez Roca

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 must allow the student to start from a critical analysis of the socio-professional reality from which to develop professional orientation actions in different educational contexts.

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

Competences

- 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 actor in the learning process is the student, and under premise is planned, participatory and active methodology that includes the following activities of teaching and learning:

The student is the main protagonist of the learning-teaching process, and consequently, the methodology of the module that is shown has been planned under this premise.

The methodology in this module is structured around two types of sessions.

Firstly, there will be sessions with the whole group class in which a thematic presentation of the module will be done, using different types of supports and activities for the introduction of contents.

Secondly, there will be activities in small groups in seminars sessions that will facilitate the application of knowledge imparted the analysis and resolution of cases and practical problems, the development of small research work and of experimentation.

1. Directed Activities

- Oral presentation by the teachers of the content.
 - Oral presentation by the students of their docs and practices.
2. Supervised: do it in the seminars sessions with the indirect guidance and assessment of the teacher but in autonomous way
 3. Autonomous: Individual and autonomous work based on the proposed materials: readings, seminar activities, preparation, viewing of the audio visual material.

The supervised and autonomous be evaluated by formative evaluation.

4. Evaluation activities: to verify and qualification the process from work and written tests. All the activities are evaluative.

In all the activities the ethical commitment and the deontological principles related to the orientation function will be worked

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

Assessment

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 on 02/26/2020. the second assignment will be delivered on 05/07/2020. The third assignment will be delivered on 06/11/2020. The examination will be done during the last session (06/11/2020). the three assignments and the examination could be re-evaluable (06/18/2020).

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual activity for the development of a Professional and Life Project	37,5	0	0	4
Case studies, practical assignments, roleplaying, other activities	37,5%	0	0	6, 2, 1, 3, 4, 5

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

Álvarez González, M. (2009). Modelos explicativos de la orientación profesional. En L.M. Sobrado, y A. Cortés (coords.), Orientación Profesional. Nuevos escenarios y perspectivas (pp.47-72). Madrid: Biblioteca Nueva.

Arnau-Sabatés, L., Marzo, M.T., Jariot, M. i Sala-Roca, J. (2013). Learning basic employability competence: a challenge for the active labour insertion of adolescents in residential care in their transition to adulthood. European Journal of Social Work, 17(2), 252-265

Bonal, X. Essomba, M.A. i Ferrer, F. (Coords.). (2004). Política educativa i igualtat d'oportunitats. Barcelona: Mediterrània.

Corominas, E.; Álvarez González, M. y Bisquerra, R. (2008). Tests de orientación profesional. <http://www.emagister.com/universidades>.

Donoso, T i Figuera, P. (2007) Niveles de diagnóstico en los procesos de inserción y orientación profesional. Revista electrónica de Investigación Psicoeducativa, 11, vol 5(1), 103-124.

<http://www.investigacion-psicopedagogica.org/revista/new/ContadorArticulo.php?153>

Donoso-Vázquez, T. i Sánchez-Martí, A. (2013). Orientación educativa y profesional. Estudio de casos. Barcelona: Publicaciones del Instituto Superior de Estudios Psicológicos. Recuperat de: <https://www.isep.es/wp-content/uploads/2018/01/Libro-Orientacion.pdf>

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.

Jariot, M., Sala, J., Arnau, L. i Marzo, M. (2015). Jóvenes tutelados y transición a la vida independiente. Indicadores de éxito. *REOP*, 26 (2), 90-103

Jariot, M., Arnau, L., Sala, J. i Marzo, M. (2015). Guia per al desenvolupament de competències d'empleabilitat per a joves. ESTRATÈGIES D'INTERVENCIÓ PER A PROFESSIONALS. Disponible a: http://ddd.uab.cat/pub/worpaper/2015/132068/guiaprofessors_a2015.pdf

Junta e Andalucía (2007). Guía de buenas prácticas para favorecer la igualdad entre hombres y mujeres en educación. Sevilla: Consejería de Educación. Junta de Andalucía.

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>
- Martínez-Roca, C. (2015). Orientación, desarrollo de competencias y factores contextuales de riesgo para el empleo. Tesis doctoral. Barcelona: UAB. Recuperat de <http://www.tdx.cat/handle/10803/370112>
- Martínez-Roca, C., Martínez, M., Pineda, P. (2015). Building a Social Justice Pillar for Youth Career Development. A Thoresen, V., Didham, R.J., Klein, J., Doyle, D. (Ed.). *Responsible Living. Concepts, Education and Future Perspectives*. Suïssa: Springer International Publishing.
- Martínez-Roca, C., Corral, Y. (2015). El proyecto "GPS a un futuro mejor" de la Escuela de Adultos la Olivera de Sant Quirze del Vallés. Observatorio de políticas educativas locales. Informe 2014. Barcelona: Diputació de Barcelona.
- Martínez-Roca, C.; Martínez, M.; Pineda, P. (2014). El rol de la orientación profesional en el desarrollo de competencias para una empleabilidad socialmente justa. *Procedia - Social and Behavioral Sciences*. Recuperat de <http://www.sciencedirect.com/science/article/pii/S1877042814046631>
- Marzo, M., Sala, J., Arnau, L. i Jariot, M. (2015). Guia per al desenvolupament de competències d'empleabilitat per a joves *ESTRATÈGIES D'INTERVENCIÓ PER A LES FAMÍLIES*. Disponible a:
http://ddd.uab.cat/pub/worpaper/2015/132066/guiapares_a2015.pdf
- Marzo, M. , Sala, J., Jariot, M. i Arnau, L. (2016). Com desenvolupen els centres residencials d'acció educativa les competències bàsiques d'empleabilitat en els adolescents tutelats? Disponible a:
http://ddd.uab.cat/pub/estudis/2016/158036/descenres_a2016.pdf
- Padilla, M. T. (2001) Estrategias para el diagnóstico y la orientación profesional de personas adultas. Barcelona: Laertes.
- Padilla Carmona, M. T. (2002). La rejilla de constructos personales: un instrumento para el diagnóstico y la orientación. *@gora. Revista científica Digital*, 2.
- Planas, J.A. (coord.), Cobos, A. y Gutiérrez-Crespo, E. (2012). La orientación profesional y la búsqueda de empleo. Experiencias innovadoras y técnicas de intervención que facilitan la inserción laboral. Barcelona. Graó.
- Romero Rodríguez, S. (2004). Aprender a construir proyectos profesionales y vitales. *Revista Española de Orientación y Psicopedagogía*, 15 (2). 337-354.
- Sala, J., Villalba, A., Jariot, M. y Rodríguez, M. (2009). Characteristics and sociolabour insertion of young people after residential care. *International Journal of Child and Family*, 15, 22-34.

Salvà Mut, F. (2008). Inserción sociolaboral y colectivos en exclusión y riesgo de exclusión. *Formación XXI. Revista de formación y empleo*.
<http://formacionxxi.com/porqualMagazine/do/get/magazine/2012/04/text/xml/20.xml.html#/porqualMagazine/do/g>

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

Vega, A. (Coord.) (2007). Mujer y educación. Una perspectiva de género. Málaga: Aljibe.