

Career Guidance

Code: 103526
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

Contact

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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 primary, 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 non discriminatory actions in different educational contexts by gender, race or age, promoting the professional inclusion of oriented people.

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

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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 people's development needs and possibilities to support the development of educational and training activities.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Communicate using language that is not sexist or discriminatory.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Identify situations in which a change or improvement is needed.
8. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
9. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
10. Identifying educational and guidance requirements based on pre-designed strategies.
11. Identifying the ethical principles existing in the processes of mediation and guidance.
12. Propose new methods or well-founded alternative solutions.
13. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
14. 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.
15. Propose projects and actions that incorporate the gender perspective.
16. Propose viable projects and actions to boost social, economic and environmental benefits.
17. Proposing strategies and initiatives for guidance and mediation based on real or simulated situations.
18. Relating training and guidance requirements with guidance strategies.
19. Simulating multi-professional or inter-professional work in relation to guidance or mediation processes.
20. Successfully develop targeting, consultation and mediation strategies, according to pre-established professional standards.
21. 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.
22. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

- 1.-Training, profession, occupation and labour market.
- 2.- Vocational guidance: principles, models, dimensions and contents.
- 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.- Transitions: from school to work and transitions in the labor market.
- 6.- Labour market prospectives. Job opportunities.
- 7.- Employability profiles. People vulnerable in the labor market by age, gender or origin.

8.- Guidance programmes and strategies to promote labour insertion from a non-discriminatory perspective.

9.- Guidance networks in a territory.

Methodology

The actor in the learning process is the student, and under premise is planned, participatory and active methodology and research-based 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. This sessions will be based on current research on the topic that will be presented and debated in the classroom

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. Preparation of prospective reports made from the consultation of statistical data on the labor market

3. Autonomous: Individual and autonomous work based on the proposed materials: readings, seminar activities, preparation, viewing of the audio visual material, analysis of scientific articles and research projects.

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. The gender perspective will be included in the analyzes and reflections. However, they will include research components applied to career guidance.

15 minutes will be allowed to allow students to answer the surveys for the evaluation of the teaching performance and the evaluation of the subject.

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.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Assessment activities	0	0	17, 18

Group teaching sessions	30	1.2	20, 10, 17, 18, 19
Seminars, participative work, student presentations	15	0.6	20, 10, 17, 18, 19
Type: Supervised			
Assignments	30	1.2	20, 17
Type: Autonomous			
Selfdirected work	75	3	11

Assessment

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

The first assignment (not evaluable but compulsory) will be delivered on 28/03/2023. the second assignment will be delivered on 25/04/2023. The third assignment will be delivered on 16/05/2023. Syntesis final test: 30/05/2023. the three assignments and the examination could be re-evaluable. The recovery will be delivered on 27/06/2023. In order to participate in recovery, students must have been evaluated in all activities.

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 5 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.

The results of the evaluation will be commented in group and/or individually.

To pass this course, students must demonstrate an attitude compatible with the educational profession. Therefore, it will be valued that the student shows a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. They should also show attitudes of active listening, participation, empathy and respect throughout the course.

In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity may be returned (not evaluated) or failed if the teacher considers that it does not meet these requirements.

For this reason, before submitting an evidence of learning, check that you have correctly written sources, notes, textual citations and bibliographical references following APA regulations. and according to the documentation summarized in UAB sources:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf
http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.html

The attitude shown by the students will also be valued, so transversal competences will be taken into account such as: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argumentation, proper use of the cell phone and computer.

You can consult the document "Criteria and general guidelines for evaluation of the Faculty of Education Sciences" approved by the COA on May 28, 2015 (<http://www.uab.cat/web/>)

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final synthesis test. Individual. Guidance interview to a person in their last year of studies. Make a diagnosis and answer some questions about the application of the contents learned.	30%	0	0	6, 2, 3, 1, 4, 20, 11, 9, 8, 10, 7, 22, 17, 12, 13, 14, 15, 16, 18, 19, 5, 21
Practice 1 consist of 4 exercises and is developed in teams: case studies, practical assignments, roleplaying, other activities	35%	0	0	6, 2, 3, 1, 4, 20, 11, 9, 8, 10, 7, 22, 17, 12, 15, 18, 19, 5, 21
Practice 2. Individual. Development of a Professional and Life Project. Two exercises: Exercise A: The labor market of the profession of pedagogue. Exercise B: The professional and life project	35%	0	0	1, 4, 20, 11, 9, 10, 7, 22, 17, 14, 18, 19, 5

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Software

No one