

**School Guidance**

Code: 103525  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500261 Education Studies	OB	3

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You can view this information at the [end](#) of this document.

**Prerequisites**

None

**Objectives and Contextualisation**

This subject, compulsory in the third course of Pedagogy aims to train guidance practitioners working at schools in collaboration with teachers, families and other professionals linked with the school and the territory. Foundations of guidance will be considered in all educational compulsory stages and also resources, tools and collaboration strategies, from an inclusive and non-discriminatory vision. Students at the end of the subject will have a general overview of how to conduct guidance actions in this context. This subject, together with "Vocational Guidance" constitute the foundation of the metion on the 4th. grade entitled "Educational Guidance" .

**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.

- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- 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 sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Communicate using language that is not sexist or discriminatory.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Displaying an attitude of respect for the ethical principles of guidance and mediation.
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 strengths and weaknesses in order to tackle guidance and mediation processes.
12. Identifying the ethical principles existing in the processes of mediation and guidance.
13. Programming the tutoring of a course based on pre-established parameters (level, context, etc.).
14. Propose new methods or well-founded alternative solutions.
15. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
16. 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.
17. Propose projects and actions that incorporate the gender perspective.
18. Proposing improvements on the potentials and minimising weaknesses for guidance and mediation.
19. Proposing strategies and initiatives for guidance and mediation based on real or simulated situations.
20. Relating training and guidance requirements with guidance strategies.
21. Simulating multi-professional or inter-professional work in relation to guidance or mediation processes.
22. Successfully develop targeting, consultation and mediation strategies, according to pre-established professional standards.
23. 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.
24. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

## Content

### PART A

1. Principles and foundations of educational guidance.
2. Educational guidance and gender perspective.
3. Models and approaches in educational guidance.
4. Techniques, resources, programmes and tools in educational guidance.

## PART B

5. Tutoring action and tutoring.
6. Family guidance, mediation and conflict.
7. Guidance, tutorial action and tutoring at the inclusive school.

### Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class activities	0	0	6, 13, 19, 18
Debates	30	1.2	
Group work	15	0.6	22, 12, 6, 13, 19, 20, 21
Type: Supervised			
Assignments	30	1.2	
Type: Autonomous			
Student work	75	3	22, 11, 6, 13, 19

The student will lead the learning process and under this premise the methodology was planned.

The methodology used, which is evident in the diversity of programmed activities, aims to serve the entire student body, facilitating opportunities for participation. Different languages are used in the presentations and resources used, a diversity of work materials and a cooperative methodology in the classroom sessions to facilitate the participation of all the students. The teaching materials are accessible to all the students.

During the teaching-learning process, the students have individual and group support and tutoring.

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.

### Assessment

#### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Part A: exam of contents. Individual activity.	25%	0	0	2, 1, 3, 22, 12, 11, 8, 10, 6, 24, 14, 16, 17, 20, 21, 4
Part A: group task. Group activity.	25%	0	0	5, 22, 12, 11, 9, 10, 7, 6, 15, 21, 23
Part B: exam of contents. Individual activity.	25%	0	0	12, 6, 13, 19, 18, 20, 21

The evaluation will be developed during the subject and along the academic course through the activities shown in the table below:

- A first evaluation (written exam) will be performed once part A is completed (12th November 2024). Individual activity.
- A second evaluation (written exam) will be performed once part B is completed (21th January 2025). Individual activity.
- Practices, cases, problems and exercises will be distributed along all the subject, with requirements concerning scheduling and delivering. Group activities.

The qualifications of each of the assessment activities will be published in the 20 days following the delivery. Students wishing to review the results must do so within 15 days after their publication.

All those students with a successful follow-up of the subject and with some pending assignment will be allowed to pass the subject though the redesign or improvement of those failed assignments. Likewise, the recovery date of all the parts of the subject will be February 4, 2025.

The mark will be the mean of qualifications of both parts A and B of the subject. Marks will be considered when doing the mean only if each part of the subject reach a 5 out of 10. Pass will require a minimum of 5.

If the student does not submit any of the compulsory evaluation evidence, the final grade of the subject will not be evaluable.

Copy of any part of an assignment, essays or examinations constitute a crime that can represent to suspend the subject (more information in: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_0\\_1.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html)).

In all the activities (individual and in group) the linguistic correction, the writing and the 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 understanding of academic texts. An activity can be returned, or suspended, if the teacher considers that it does not meet these linguistic requirements. For this reason, before submitting a learning evidence, check that the sources, notes, citations and bibliographic references have been correctly written following the APA regulations, and according to the documentation that is summarized in UAB sources: [https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf); <https://www.uab.cat/web/estudia-i-investiga/com-citar-i-elaborar-la-bibliografia-1345708785665.html>; [https://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_03.html](https://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.html)

To pass this subject, an attitude compatible with the educational profession must be demonstrated. Therefore, it will be valued that the student shows good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide. Likewise, they must show attitudes of active listening, participation, empathy and respect throughout the course. Other skills such as: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, proper use of mobile phones and computers will be taken into account.

### SINGLE EVALUATION

The evidence of the evaluation must be delivered on January 21, 2025, coinciding with the completion of the evaluation test at the end of part B. This evaluation includes:

- Written exam that includes all the content of the different parts (A and B) of the subject. This evidence has a weighting of 50% in the final assessment.
- The design/development of a tutorial action plan/project that integrates all the content worked on in the different parts of the subject. This evidence has a weighting of 30% in the final assessment.
- The oral defence of the completed tutorial action plan/project. This evidence has a weighting of 20% in the final assessment.

To pass the subject, a minimum score of 5 must be achieved in each of the evidence of the single assessment. The subject will be approved with a minimum score of 5.

The recovery date for the single assessment will be February 4, 2025. The same recovery system will apply as for the continuous assessment.

The review of the final qualification follows the same procedure as for the continuous assessment.

For more information on the general evaluation criteria and guidelines of the Faculty of Education Sciences, please consult the following link:

<https://www.uab.cat/web/estudiar/graus/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-13457254>

## Bibliography

### Basic readings

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## Software

None

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed

PROVISION