

## Career Guidance

Code: 103526  
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500261 Education Studies	OB	3

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### Teachers

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### Teaching groups languages

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

### Prerequisites

None

### Objectives and Contextualisation

This subject, compulsory in the third year of the degree in pedagogy, aims to train guidance professionals who carry out their work in collaboration with teachers and other professionals in the socio-community field.

The main resources to favour professional development processes that favour personal fulfilment in the long term (compulsory secondary education), in the medium term (post-compulsory secondary education) and in the short term (socio-community context) are presented and substantiated.

The guidance process throughout primary, compulsory secondary and post-compulsory secondary education, in higher education and in programmes and actions of guidance for employment will be the focus for knowing and mastering programmes, techniques and resources in the framework of vocational guidance, transitions from education to work and in the labour market throughout life.

The subject must enable students to start from a critical analysis of the socio-professional reality from which to develop vocational guidance actions in various educational, training and socio-community contexts based on non-discriminatory guidance for reasons of gender, race or age, promoting the professional inclusion of the people being guided.

The subject of Vocational Guidance, together with that of School Guidance, forms the basis of the fourth-year mention called "Educational Guidance".

This subject, a continuation of School Guidance in the degree, must present the theoretical and practical framework sufficient to be able to provide guidelines for guidance action to those graduating in 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.- Vocational Guidance: Concept and limits.
- 2.- Contents of Vocational Guidance
  - 2.1.- Educational achievement and the attainment of competences for lifelong learning and employability.
  - 2.2.- Academic and professional self-esteem.
  - 2.3. Knowledge of the academic and professional environment.
  - 2.4.- Professional maturity.
  - 2.5.- Decision-making and participation: balance of competences and professional projects.
  - 2.6.- Transitions: from school to work and transitions in the labour market.
  - 2.7.- The preparation of the professional and life project.
  - 2.8.- The process of socio-occupational insertion.
  - 2.9.- Transversal aspects: gender, ICT, ....
- 3.- Vocational Guidance Programmes and Guides
  - 3.1.- Professional Self-esteem Programme.
  - 3.2.- Guide of knowledge of the environment.
  - 3.3.- Professional Orientation and Gender Programme.
  - 3.4.- The professional project.
  - 3.4.- The Personal Itineraries of Insertion.
4. Techniques and resources in Vocational Guidance.
  - 4.1.- Design and application of Guidance Programmes.
  - 4.2.- Tools for direct individual attention: socio-dynamic counselling and solution-focused methodology.
  - 4.3.- Holistic analysis of the profile of the person taking part.
  - 4.4.- Employability diagnosis: interview and employability report.
- 5.- Updating of the guidance practitioner.
  - 5.1.- Documentary sources and resources on the net.
  - 5.2.- Actions of scientific and professional interchange
  - 5.3.- Associations and entities

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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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

The student is the protagonist in the teaching-learning process, and under this principle an active, participatory, and research-based methodology has been planned which includes the following teaching and learning activities:

1. Directed, in large group faces:

- Presentations by the professor on the content and basic questions of the theme. This is carried out with the class group and allows the main contents to be presented through open and active participation by the students. In these directed activities, scientific articles and research projects will be provide will form the basis of the intervention in socio-occupational guidance and which will be discussed in the classroom.
- Student presentations, participatory work based on cas studies, simulations of guidance processes and debate on current professional issues related to the subject and the result of research in the field of guidance.

2. Supervised. In the seminars, students will carry out the practical activities, in a partially autonomous way, as they have the guidance and indirect advice of the teaching staff in the classroom situation: both in the design of guidance activities and in the preparation of prospective reports based on the consultation of statistical data on the labour market. Both the practical activities and the development of a descriptive work and analysis of a guidance programme or action are activities supervised by the teaching staff. These activities will be evaluated by formative evaluation.

3. Autonomous. Students will have the opportunity to work individually, in pairs and in groups (maximum 3) to prepare a paper, complete the proposed exercises and practical, research and analysis of scientific articles, research projects... Through their execution, students will be able to acquire the competences in a self-regulated manner. These activities will 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 analyses and reflections. However, they will include research components applied to career guidance.

This subject contemplates the development of inclusive practices in: the use of audio-visual material, presentations designed to present the contents, the accessibility of materials in ppt format, the participatory methodology and the process of tutorial action and individual guidance to be able to resolve any question related to the subject. Even so, in the activities that students will have to share with the rest of the class they will have to incorporate the inclusive perspective.

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
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 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
Practice 3 consist of 4 exercises and is depeled 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

#### Continuous evaluation

The evaluation of the subject will be carried out throughout the academic year by means of the activities shown in the evaluation grid. To pass the subject, each of the evaluation activities must be approved with a 5.

The final grade of the subject will be the weighted average of the marks of the three blocks. The subject will be approved with a minimum score of 5. It will not be considered presented when not all the evaluation activities are delivered.

The first assignment (not evaluable but compulsory) will be delivered on 04/03/2025. The second assignment will be delivered on 15/04/2025. The third assignment will be delivered on 20/05/2025. Synthesis final test (interview and resolution of a real case): 27/05/2025. The four assignments and the examination could be re-evaluable. The recovery will be delivered on 17/06/2025.

The final grade of the subject will be the weighted average of the marks of the three pieces of evidence. The subject will be approved with a minimum score of 5. It will not be considered presented when not all the evaluation activities are delivered.

Students who during the subject followed the course and still have some aspect not achieved will be given the opportunity to overcome the subject by redoing the activity or activities not passed. All evaluation activities are recoverable, except the group work exhibition. It will not be possible to recover an activity or work that has not been previously assessed.

The activities, cases and exercises will be distributed throughout the subject, timed to the start date and delivery date. The return and monitoring of the activities that form part of the grade will be carried out 15 days after their delivery. Students who wish to review the grade will have to do so within 15 days of its publication in the tutoring hours that the teaching staff has established for this subject and that is stated in the programme.

The percentage of individual evaluation of the subject is 65%. Although there are activities to be carried out in small groups, the grades will be individual, so that not necessarily all members of the group must be evaluated with the same grade.

The results of the evaluation will be commented on at group and/or individual level. To guarantee an effective and formative feedback, the rubrics used will be provided to students in which they will be able to visualize the model of the good execution of each activity. The feedback of each activity to the student incorporates the received feedback so that they can improve them.

#### Repeating students

Students who repeat the subject will have to take the evaluative evidences programmed by the continuous evaluation, the subject does not contemplate this realization of a final synthesis test. These students may also apply for a single evaluation.

#### Single evaluation

- Resolution of 2 cases of vocational guidance: one in the educational context and one in the socio-community context. Value of the final grade: 30%. Delivery date: 13/05/2025. Recovery: 17/06/2025.
- Public defence of the resolution of the two cases of vocational guidance before the teaching team. Value of the final grade: 30%. Due date 13/05/2025. Recovery: 17/06/2025.
- Written test of knowledge of the subject. Value of the final grade: 40%. Due date: 13/05/2025. Recovery: 17/06/2025.

Students who take part in the single evaluation must compulsorily present the assessment activities on the indicated date and will not receive any feedback on these during the course development process.

The same recovery system will be applied as for continuous evaluation.

In the case of the single evaluation, the results of the assessment will be commented on individually.

#### For continuous and single evaluation

The research competence required for the development of each of the evaluative activities will be evaluated and will be specified in the programme.

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

To pass this subject, it is necessary to show an attitude compatible with the educational profession. Therefore, it will be considered that students show a good general communicative competence, both orally and in writing, and good command of the vehicular languages or language that are in the teaching guide. Even so, they should demonstrate attitudes of active listening, participation, empathy and respect throughout the course.

In all activities (individual and group) linguistic accuracy, writing and formal aspects of presentation will therefore be considered. Students must be able to express themselves fluently and correctly, and must show a high degree of understanding 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 evidence of learning, it is necessary to check that the sources, notes, textual citations, and bibliographic references have been correctly written following the latest version of the APA regulations and according to the documentation summarized in UAB sources:

[https://ddd.uab.cat/pub/guibib/113512/modelapa\\_a2021a.pdf](https://ddd.uab.cat/pub/guibib/113512/modelapa_a2021a.pdf)

[http://wuster.uab.es/web\\_argumenta20open/unit2020/sot22203.html](http://wuster.uab.es/web_argumenta20open/unit2020/sot22203.html)

The attitude shown by students will also be assessed, taking into account transversal competences such as: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not-judgement, argumentation, use of the appropriate of mobile phones and computers.

You can consult the document "Criteria and General Guidelines for the Evaluation of the Faculty of Education Sciences" approved by the COA on 28 May 2015 (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>), and the Assessment Regulations of the Autonomous University of Barcelona (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>).

Finally, the copying or plagiarism of material, whether in the case of assignments, practical or exams, implies a final grade of 0 for the subject, losing the possibility of recovering it, whether it is an individual or a group work (in this case, all members of the group will have a 0). A paper, activity, or exam will be considered "copied" when it reproduces all or a significant part of another student. A paper or activity will be considered "plagiarised" when presenting a part of an author's text is presented as one's own without citing the sources, regardless of whether the source sources are in paper or digital format (more information on plagiarism at [http://wuster.uab.es/web\\_argumenta.open\(unit\).20\(sot\).2\).01.html](http://wuster.uab.es/web_argumenta.open(unit).20(sot).2).01.html)).

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## Software

No one

## Language list

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