

Career Guidance

Code: 103526
ECTS Credits: 6

2025/2026

| Degree | Type | Year |
|-------------------|------|------|
| Education Studies | OB | 3 |

Contact

Name: Mario Martinez Muñoz

Email: marius.martinez@uab.cat

Teachers

Mario Martinez Muñoz

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 |
|----------------|-------|------|-------------------|
| 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

Continuous 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 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 |

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 03/03/2026. The second assignment will be delivered on 14/04/2026. The third assignment will be delivered on 19/05/2026. Synthesis final test (interview and resolution of a real case): 26/05/2026. The four assignments and the examination could be re-evaluable. The recovery will be delivered on 16/06/2026.

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.

Usage of AI

Allowed. In this subject the usage of Artificial Intelligence (AI) is allowed as an integral part of work development, if the final result reflects a significant contribution from the student in the analysis and personal reflection. The student will have to clearly identify which parts have been generated with this technology, specify the used tools, and include a critical reflection about how these technologies have influenced in the activity process and final result. No transparency in the usage of AI will be considered a lack of academic honesty and may imply a penalty of 5 points in the final activity mark or major sanctions according to the seriousness of the facts.

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: 12/05/2026. Recovery: 16/06/2026.
- Public defence of the resolution of the two cases of vocational guidance before the teaching team. Value of the final grade: 30%. Due date 12/05/2026. Recovery: 16/06/2026.
- Written test of knowledge of the subject. Value of the final grade: 40%. Due date: 12/05/2026. Recovery: 16/06/2026.

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

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_argumenta20open/unit2020/sot22203.html).

Bibliography

Álvarez 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.

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

Álvarez 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.

Figuera Gazo, P. & Romero Rodríguez, S. (2013). La investigación sobre orientación profesional en revistas Internacionales. *Revista Contrapontos - Eletrônica*, 13(2), 74-83. https://idus.us.es/bitstream/handle/11441/28454/La_investigacion_sobre_orientacion_profesional.pdf;jsessionid=

Flores Buils, R., Gil Beltrán, J.M., Caballer Miedes, A. & Martínez Martínez, M.A. (2012). Temáticas de investigación en orientación vocacional. *Revista de Orientación Educativa*, 26(49), 75-88. <https://dialnet.unirioja.es/descarga/articulo/4554497.pdf>

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., 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

Jariot Garcia, M., Sala Roca, J., Arnau Sabatés, L. & Marzo Arpon, T. (2021). Análisis del modelo teórico del test situacional de desarrollo de competencias básicas de empleabilidad: la perspectiva de los trabajadores. *Revista de Pedagogía Social*, 37, 23-38. https://doi.org/10.7179/PSRI_2021.37.01

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. (2022). Que vols ser. Orientació amb joves per a un futur verd i compromès. Vic: Eumo.

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

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 Roca, J., Jariot Garcia, M., Arnau Sabatés, L. & Doval, E. (2021). Test situacional desarrollo de las competencias básicas de empleabilidad: validación de un instrumento psicoeducativo para la intervención socioeducativa. *Revista de Pedagogia Social*, 37, 39-53. http://doi.org.10.7179/PSRI_2021.37.02

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.

Software

No one

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

| 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 |