

**COURSE DATA****DATA SUBJECT****Code:** 33447**Name:** Occupational orientation**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

| Degree | Center | Acad. year | Period |
|-----------------------------------|--|------------|---------------|
| 1306 - Degree in Social Education | Facultat de Filosofia i Ciències de l'Educació | 4 | First quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|-----------------------------------|------------------------------------|-----------|
| 1306 - Degree in Social Education | Educational guidance and diversity | ELECTIVES |

COORDINATION

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SUMMARY

Occupational Guidance is a subject that offers the student theoretical-practical training to work with those people who may encounter difficulties in their process of insertion into the world of work, helping them to design their professional project based on the triple adaptation between personal characteristics, and the academic and work requirements of the environment.

This subject falls within the scope of Educational Guidance and, more specifically, Vocational Guidance, and corresponds to one of the professional activities of the social educator.

The subject aims to be eminently practical and functional, based on the approach and resolution of practical cases, applications, activities and resources that, from professional practice, involve the acquisition or improvement of the pedagogue's own competencies in the fields of work linked to the process. job insertion.

An applied design is provided, and it involves, from a more general and theoretical framework, systematizing and substantiating the trends, principles, approaches and challenges of Occupational Guidance, meeting the demands of today's professionals. From this perspective it is possible to contextualize, understand and enrich the practical applications that will be worked on throughout the subject.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

There are no prior requirements or recommendations to take the subject.

COMPETENCES / LEARNING OUTCOMES

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Acknowledge and respect diversity and promote interculturality.

Advise and accompany individuals and groups in socio-educational development processes.

Be able to develop, promote and revitalise interpersonal communication skills.

Be able to use ICT in the field of study and in the professional context.

Demonstrate organisational and planning skills.

Design and manage means and resources for socio-educational intervention.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop innovation and creativity in professional practice.

Have capacity for analysis and synthesis.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Know the principles and fundamentals of attention to diversity.

Show active ethical commitment to human rights, gender equality and sustainability.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



DESCRIPTION OF CONTENTS

- I. CAREER GUIDANCE AND OCCUPATIONAL GUIDANCE
 - UT1. The framework of Vocational Guidance
 - UT2. Professional and labor insertion
 - UT3. Occupational guidance in the context of vocational guidance
- II. THE PRODUCTIVE AND LABOR SYSTEM
 - UT4. Work and employment
 - UT5. Employment trends
 - UT6. Qualification and professional skills
 - UT7. Labor market intermediaries
- III. ACTIONS AND RESOURCES FOR JOB INSERTION OR REINSERTION
 - UT8. Preparation of the professional project
 - UT9. Vocational training for employment
 - UT10. Job search tools
 - UT11. The professional selection
 - UT12. Guidance strategies for professional insertion

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------|--------------|
| Theory | 30,00 |
| Classroom practices | 15,00 |
| Total hours | 45,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 0,00 |
| Individual or group project | 15,00 |
| Independent study and work | 12,50 |
| Preparation of lessons | 15,00 |
| Preparation for assessment activities | 10,00 |
| Resolution of case studies | 15,00 |
| Total hours | 67,50 |

TEACHING METHODOLOGY

The teaching methodology will depend on the organizational modalities and time distribution established by the degree and allowed by the Faculty's resources. In any case, given the theoretical-practical and applied nature of the subject, tasks, case studies and brief presentations by students will be organized, giving priority to a methodology that involves a dynamic based on debate and collaborative work.

To carry out the majority of face-to-face activities (theory and practice classes) the student must carry out a series of tasks that are specified in the following:



a) Before class: perform readings, prepare materials, research, review knowledge, prepare and deliver tasks requested through the virtual classroom.

b) During the in-person activity (class): listen and take notes, compare, contrast, generate your own ideas, and actively participate, communicate, debate... Only attendance with active participation in classes will be valued.

Practical cases will also be solved, activities related to the management and discussion of different instruments, materials and activities of preferably practical content will be carried out, delivering them to the teacher upon completion.

c) After class: complete, organize and integrate knowledge, make reports, memories, etc. and those complementary activities that are requested, delivered through the virtual classroom within the corresponding period.

EVALUATION

The **evaluation procedures** of the subject will contemplate:

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|---|-----|
| 1.- Assignments, activities and partial theory exams- | 25% |
| 2.- Participation in class and resolution of exercises and practical cases in person- | 35% |
| 3.- Final Theoretical-Practical exam, consisting of an oral and/or written test- | 40% |

(At least a grade of 4 - out of 10 - must be obtained in the final exam to be able to pass the subject)

Given that a large part of the different evaluable activities of the student are based on the in-person teaching-learning activity, in accordance with the teaching modality of the Degree in Social Education, for the extraordinary call only the sections may be repeated or recovered 1 and 3, leaving the second with the grade obtained in the first call. When the final exam is accessed in the first or second call without having participated in the continuous evaluation, a final exam will be taken that will include the theoretical and practical aspects, and may achieve a maximum grade of 6.5 points out of 10.0.

Evaluation criteria:

¿ Active participation, commitment and interest in theory and practical classes.



¿ Adequate performance of activities and tasks. Shall be deemed:

- Deadlines. Activities cannot be delivered outside the established deadlines.
- Adequate presentation.
- Grammatical and syntactic correction.
- Adequate organization.
- Expository clarity and capacity for synthesis.
- Orderly, systematic and documented presentation of the contents.
- Personal, critical and well-founded elaboration of what has been learned.
- Richness, originality and relevance of ideas and personal opinions.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- PÉREZ BOULLOSA, A. y BLASCO CALVO, P. (2010): Orientación e Inserción Profesional. Fundamentos y tendencias. Valencia: Nau Llibres.
- Ercova (2024). Itinerarios personalizados para el acceso al empleo. Valencia: ERCOVA
- FERNÁNDEZ, A. y BLASCO, M. (2012): Estrategias de búsqueda de empleo. Madrid: CEF.
- MONTANÉ, J. (1993): Orientación Ocupacional. Barcelona: CEAC.
- RODRÍGUEZ MORENO, M. L. (2006): Evaluación, balance y formación de competencias laborales transversales: propuestas para mejorar la calidad en la formación profesional y en el mundo del trabajo. Barcelona: Laertes.
- HANSEN, E. (2006): Orientación Profesional. Un manual de recursos para países de bajos y medianos ingresos. Montevideo : CINTERFOR/OIT.



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Course Guide
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