

**COURSE DATA****DATA SUBJECT**

**Code:** 44460  
**Name:** Professional practice  
**Cycle:** Master's Degree  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	2	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Social and community psychopedagogy II	ELECTIVES

**COORDINATION**

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**SUMMARY**

The subject Professional Guidance is one of the subjects that make up the itinerary corresponding to Social and Community Psychopedagogy of the Official Master's Degree in Psychopedagogy.

The aim is to respond to certain basic aspects in the training of the psychopedagogue, contributing to the general objective of the degree consisting of ¿providing scientific and professional training that guarantees the training for the development and development of programs and advisory actions.¿

This subject aims to strengthen the training of psychopedagogue in the social and community sphere, through the acquisition by the student of the scientific-technical knowledge and competences of the Professional Guidance, as well as to develop the skills, skills, abilities and attitudes necessary to effectively exercise or role of psychopedagogue.

This subject aims to be eminently practical and functional, based on the approach and resolution of cases, applications, activities and resources that, from professional practice, involve the improvement of psychopedagogue skills in the work framework. On the other hand, its applied character can be a reference of the Practicum of the Master in which students will have the opportunity to apply the procedures learned.



Despite its applied design, it involves from a more general and theoretical framework and in close relationship with other subjects of the master's degree, such as Guidance and Tutoring and Professional Orientation and Integration in the social and labor field, systematizing and basing the trends, principles, approaches and challenges of Professional Guidance according to the demands of 21st century professionals. This will allow contextualizing, understanding and enriching the practical applications of this subject that will be worked on throughout the course.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

No enrolment restrictions with other subjects in the curriculum have been specified.

## COMPETENCES / LEARNING OUTCOMES

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Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.

Desarrollar la capacidad de autoformación de las personas y la búsqueda de recursos para su desarrollo profesional a lo largo de la vida.

Desarrollar la innovación y la creatividad en la práctica profesional y aplicar los conocimientos teóricos y los avances científicos a la práctica profesional y a la investigación.

Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales

Diseñar, evaluar y adaptar procesos de enseñanza - aprendizaje a los modelos de convivencia en los distintos contextos sociales, lingüísticos y culturales en los que desempeñe su trabajo.

Evaluar procesos de desarrollo y aprendizaje humano, tanto normales como atípicos, a lo largo del ciclo vital.

Evaluar y diagnosticar a los aprendices en los diferentes aspectos del desarrollo (aptitudes, intereses, personalidad, motivación....) con el objetivo de adoptar las medidas ordinarias y extraordinarias de atención a la diversidad.

Mejorar la calidad del ejercicio profesional y, en particular, la propia formación y desarrollar estrategias que faciliten la colaboración, la creación de redes, la implicación de los diferentes agentes educativos y/o sociales que participan en procesos psicoeducativos.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of



study, including multidisciplinary scenarios.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Trabajar con la comunidad para desarrollar, implementar y evaluar planes de acción con miras de mejora económica, social, educativa y del empleo y proyectos, servicios, políticas y prácticas psicoeducativas, con el fin de dar respuesta a las necesidades de las personas, organizaciones y/o colectivos específicos en colaboración con otros profesionales y agentes sociales.

Usar las tecnologías de la información y la comunicación para obtener, elaborar y proporcionar información educativa y propia de las ocupaciones (bases de datos, programas informáticos).

## DESCRIPTION OF CONTENTS

### 1. The framework of Professional Guidance

1. Professional guidance from the social and community spheres.
2. Professional integration and occupational orientation. Insertion factors. Employability and Occupability. At work vulnerable groups.

### 2. The productive and labor System

3. Work and the world of work. Trends in employment. Employment opportunities. Occupational assets. Attitude towards work. Labour values.
4. Professional skills. European Competences Framework (BRESSOLES). Professional qualification. Levels of professional qualification. Employees needs: The required competencies. Accreditation of professional skills.
5. Types of work. Public employment services.

### 3. Actions and resources for insertion

6. The professional project. Exploration of self. Exploration of the world of work. Realization of Professional Project.
7. Vocational training for employment. The Vocational Training subsystem for Employment. Training in supply and demand. Training in alternation with employment.
8. Tools for job search. Letter of introduction. Curriculum vitae. Self-candidacy. Job Search Agenda.
9. Professional selection. Selection interview. Tests of skills, personality and professionals. Dynamics of groups.

## WORKLOAD



**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	6,00
Theory	9,00
Group work	9,00
Classroom practices	9,00
<b>Total hours</b>	<b>33,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>0,00</b>

**TEACHING METHODOLOGY**

Training activities		Methodology
Face-to-face activities	Theoretical-practical classes	Theoretical-practical face-to-face classes in which the subject will be worked on, discussed and activities will be carried out using different teaching resources: master classes, cases, exhibitions, etc.



		The minimum attendance required is 80% of the classes carried out	
	Tutorials	Training period carried out by the teacher with the student to review and discuss materials and topics of the classes	
	Assessment	Continuous assessment activities will be promoted	
Non-face-to-face activities	Study and autonomous work	<p>Study and preparation of the contents.</p> <p>Elaboration of individual and group tasks and works.</p> <p>Preparation and public presentation of works and documents.</p> <p>Study and preparation of oral and / or written tests.</p>	

## EVALUATION

The evaluation procedures of the subject will include:

- a) Resolution of exercises, practical cases and participation :50%
- b) Final written work and oral presentation: 50%

\* Both parts (a and b) must be passed to pass the subject



Given that a large part of the different evaluable activities of the student are based on the face-to-face activity of the teaching-learning, in accordance with the modality of the teaching of the Master in Psychopedagogy, for the extraordinary call only the final work can be repeated or recovered, remaining the first section with the qualification obtained in the first call.

#### ' EVALUATION CRITERIA

- . Active participation, commitment and interest in theory and practice classes.
- . Adequate performance of activities and tasks.

It will be considered:

- Compliance with deadlines. The activities cannot be delivered outside the established deadlines.
- Proper presentation.
- Grammatical and syntactic correction.
- Adequate organization.
- Exposure clarity and capacity for synthesis.
- Ordered, systematic and documented exhibition of the contents.
- Personal, critical and well-founded elaboration of the learner.
- Richness, originality and relevance of personal ideas and 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. (2001). Orientación e Inserción Profesional. Fundamentos y tendencias. Valencia: Nau Llibres



VNIVERSITAT DE VALÈNCIA

**Course Guide**  
**44460 Professional practice**

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