Hybrid Master's Degree
Career Guidance

Association for Teacher Education in Europe

ATEE
Association for Teacher Education in Europe

tech global university

tech global university

Hybrid Master's Degree

Career Guidance

Modality: **Hybrid (Online + Internship)**
Duration: **12 months.**
Certificate: **TECH Global University**
Credits: **60 + 4 ECTS**
Website: **www.techtitute.com/us/education/hybrid-master-degree/hybrid-master-degree-career-guidance**

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01

Introduction to the Program

Career Guidance is a crucial pillar in the construction of coherent and sustainable career paths, especially in a context where early decisions can significantly influence future development. In fact, a recent study by the United Nations Educational, Scientific and Cultural Organization (UNESCO) indicates that 40% of those entering higher education choose to change their major within the first two years. In response to this reality, TECH offers this university program, applying a methodology that combines an initial online stage, focused on personalized diagnosis, with a practical phase developed in a prestigious institution that facilitates the application of strategies in real-world scenarios.

A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe"

Choosing a career path, making decisions about one's professional future, and recognizing personal skills have become increasingly complex in the face of a rapidly changing global context. In this scenario, having career guidance tools becomes crucial to support decisions that not only impact job performance but also emotional well-being, self-fulfillment, and adaptation to diverse professional environments. Therefore, the importance of proper Career Guidance is increasingly recognized as a strategy that helps align interests and capabilities with the multiple possibilities offered by the labor market.

Through this program, professionals will acquire the tools needed to design and implement guidance strategies tailored to different realities and profiles. They will also deepen their knowledge of evaluative resources, intervention approaches, and updated theoretical frameworks that will facilitate a more effective and empathetic practice. Thanks to this preparation, professionals will be able to accompany career trajectories from an integrative and critical perspective, with special attention to the development of socio-emotional skills and fostering autonomous and well-founded decision-making.

Subsequently, the methodology designed by TECH stands out for its dynamic and comprehensive structure. Through an experience with access to advanced, interactive, and updated content, it will encourage a deep understanding from anywhere. This theoretical phase is complemented by a practical stage at a prestigious institution, where the knowledge acquired is applied in real contexts linked to professional practice.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Hybrid Master's Degree's in Career Guidance** contains the most complete and up-to-date university program on the market. Its most notable features are:

- Development of over 100 practical cases presented by expert educators in Career Guidance
- Their graphic, schematic, and highly practical content provides essential information on those disciplines crucial for professional practice
- Comprehensive action plans systematically addressing the main situations linked to the Career Guidance process.
- Presentation of practical workshops on diagnostic tools and interventions in Career Guidance
- An interactive learning system based on algorithms for decision-making in career guidance processes
- Professional practice guides on addressing various educational and career pathways
- With a special emphasis on evidence-based guidance and research methodologies applied to the vocational and professional field
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an internet connection
- Furthermore, you will be able to carry out an internship in one of the best companies

You will have access to a program with an online methodology and a practical approach, based on knowledge shared by experts"

This Hybrid Master's Degree is a professional-oriented program aimed at updating professionals in the field of Career Guidance, who require a high level of specialization to effectively intervene in diverse and ever-changing contexts. The content is based on the latest scientific evidence, presented in a didactic manner to integrate theoretical knowledge into the practice of supporting professional decisions. The theoretical-practical elements will facilitate knowledge updates and enable informed decision-making in guiding educational and career pathways.

Thanks to its multimedia content, developed with the latest educational technology, this program will provide Career Guidance professionals with situated and contextual learning. This means a simulated environment designed to provide immersive training for real-life situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

The competencies you will develop throughout the university program will be the key to your future professional success as a leader in professional environments.

TECH Global University will provide you with a unique methodology that will foster the development of key competencies in a field characterized by its constant evolution.

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Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins at TECH"

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

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Syllabus

This academic itinerary stands out by integrating essential content that strengthens Career Guidance interventions from an updated and specialized perspective. Therefore, the analysis of decision-making as a key process will be incorporated, emphasizing the importance of self-awareness in defining coherent professional goals. Additionally, the program will delve into recognizing the different available career options and the appropriate methods for guiding individuals with learning difficulties, thereby promoting a more inclusive approach. Thanks to this focus, this university program will foster the acquisition of competencies applicable in real-world environments.

You will update your knowledge in a modern and versatile environment, exploring effective methods for guiding individuals with learning difficulties"

Module 1. Career Guidance: Theoretical Framework

1.1. Historical Development of Career Guidance
- 1.1.1. Ideological Period
- 1.1.2. Empiricist Period
- 1.1.3. Observational Period
- 1.1.4. Empirical Stage Guidance as Adjustment
- 1.1.5. Empirical Stage Guidance as Education
- 1.1.6. Theoretical Stage
- 1.1.7. Technological Stage
- 1.1.8. Psychopedagogical Stage
- 1.1.9. From a Psychometric Model to a Humanistic Approach
- 1.1.10 Expansion of Counseling

1.2. Theory, Approaches and Models of Vocational Guidance
- 1.2.1. Non-Psychological Approaches: Chance Theory
- 1.2.2. Economic Factors
- 1.2.3. Sociological Factors
- 1.2.4. Psychological Approaches: Trait and Factor Approach.
- 1.2.5. Psychodynamic Model
- 1.2.6. Need-Based Approaches
- 1.2.7. Approach to Self-Concept
- 1.2.8. Socio-Psychological Model of PM, Blan
- 1.2.9. J.L Holland's Model
- 1.2.10. Dowald E. Super's Phenomenological Approach
- 1.2.11. Krumboltz's Social Learning Model
- 1.2.12. Dennis Pelletier's Activation Model

1.3. Career Guidance: Concept and Scope of Action
- 1.3.1. What Is Career Guidance?
- 1.3.2. Differences with Educational Guidance
- 1.3.3. Institutional Framework
- 1.3.4. Training Centers
- 1.3.5. The Family
- 1.3.6. Guidance Team
- 1.3.7. The Individual
- 1.3.8. The Group
- 1.3.9. The Company
- 1.3.10 Special Collectives

1.4. Levels of Intervention in Career Guidance
- 1.4.1. Career Guidance vs. Occupational Guidance
- 1.4.2. Intervention and Its Justification
- 1.4.3. Program Model
- 1.4.4. Collaborative Model
- 1.4.5. Clinical Model
- 1.4.6. Didactic Models
- 1.4.7. Consulting Models
- 1.4.8. Resource Model
- 1.4.9. Reactive/Proactive Intervention
- 1.4.10 Group/Individual Intervention

1.5. Career Guidance in High School
- 1.5.1. Career Guidance in High School from the Perspective of Parents and Guidance Counselors
- 1.5.2. Gender and Career Guidance in High School Education
- 1.5.3. Equity and Guidance in High School
- 1.5.4. Self-Guidance
- 1.5.5. The Role of the Counselor in High School
- 1.5.6. The Role of the Family in High School
- 1.5.7 Future Perspectives

1.6. Labor Integration in Young People. Intervention Models
- 1.6.1. Labor Integration of Young People from a Historical Perspective
- 1.6.2. Current Situation
- 1.6.3. Integral Nature of Employment Guidance
- 1.6.4. Coordination of Institutions
- 1.6.5. Intervention Program for University Students
- 1.6.6. Intervention Program for Young People with Training not Adapted to the Labor Market
- 1.6.7. Intervention Program for Young People with Integration Difficulties
- 1.6.8. Gender and Socioeconomic Variables in First Employment
- 1.6.9. Employability Strategies
- 1.6.10. Future Perspectives

1.7. The Current Labor Market and Its New Requirements
- 1.7.1. Historical Evolution of the Labor Market
- 1.7.2. Evolution of Knowledge
- 1.7.3. Importance of Socio-Emotional Skills
- 1.7.4. Importance of Collaborative Learning
- 1.7.5. Importance of Continuous Learning
- 1.7.6. The New Role of Young People in Employment
- 1.7.7. Promotion in Work
- 1.7.8. Precarious Employment
- 1.7.9. Education - Labor Market Mismatches
- 1.7.10 University Graduates' Competency Mismatches - Labor Market

1.8. An Evolutionary Approach to Career Guidance
- 1.8.1. Theoretical Framework: Ginzberg Model
- 1.8.2. Early Childhood Stage
- 1.8.3. Tentative Period
- 1.8.4. Realistic Period
- 1.8.5. Models of Transition to Working Life
- 1.8.6. Career Development in the Business Environment
- 1.8.7. Career Self-Development
- 1.8.8. Professional Maturity and Reemployment
- 1.8.9. Retirement and Career Guidance

Module 2. Organizational Development of Guidance in Educational Centers

2.1. The Educational Institution as an Area for Guidance Intervention
- 2.1.1. The School as an Educational Organization: The Theory of School Organization.
- 2.1.2. Main Theories and Authors on School Organization (I): Classical Authors
- 2.1.3. Main Theories and Authors on School Organization (II): Current Perspectives
- 2.1.4. Culture and Organization of Educational Institutions
- 2.1.5. Decision-Making Bodies in Educational Institutions
- 2.1.6. The School and Classroom as Systems of Relationships
- 2.1.7. The School as a Community and a Common Project
- 2.1.8. Organizational Documents of the Educational Institution
- 2.1.9. Guidance in the Educational Project of the Institution
- 2.1.10 Relevance of the Academic and Career Guidance Plan (POAP)

2.2. Organizational Structures of Guidance in Educational Institutions
- 2.2.1. Main Organizational Structures of School Guidance
- 2.2.2. Organization of School Guidance in Pre-School Education
- 2.2.3. Organization of School Guidance in Primary Education
- 2.2.4. Organization of School Guidance in High School Education
- 2.2.5. Organization of the Educational Guidance in University Education
- 2.2.6. Organization of Educational Guidance in Adult Education Centers
- 2.2.7. Organization of Educational Guidance in Special Education
- 2.2.8. Organization of School Guidance in Special Education Centers and Vocational Training Centers
- 2.2.9 Organization of Counseling

2.3. Role and Position of Guidance Professionals in Educational Institutions
- 2.3.1. The Systemic Approach in Education: The Institution as a System
- 2.3.2. Role and Position: The Place of the Guidance Counselor in the School
- 2.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Institution
- 2.3.4. The Magician without Magic (I): Towards an Operational Strategy for the School Counselor
- 2.3.5. The Magician without Magic (II): Case Example of the Workgroup of Selvini Palazzoli
- 2.3.6. The Magician Without Magic (III): Current Case Examples
- 2.3.7. The Educational Guidance Model and the Collaborative Relationship
- 2.3.8. Collaborative Strategies in School Counseling: Joint Problem-Solving
- 2.3.9. From My Place (I): Why a Systemic Approach is Important in Educational Guidance
- 2.3.10 From My Place (II): I Like Being a Guidance Counselor

2.4. Career Guidance within the Functions of School Guidance
- 2.4.1. Academic and Vocational Fields: A Continuum Throughout Schooling
- 2.4.2. Fundamental Principles in Academic and Career Guidance
- 2.4.3. Roles of the School Counselor related to Career Guidance
- 2.4.4. Planning of Academic and Career Guidance
- 2.4.5. Intervention Strategies in Academic and Career Guidance
- 2.4.6. Can the Schooling Report and the Psycho-Pedagogical Assessment be Educational and Vocational Guidance Measures?
- 2.4.7. Support in the Selection of Educational and Vocational Pathways in High School Education

2.4.8. The Guidance Report as a Vocational Counseling Report
2.4.9. Other Roles of the School Counselor
2.4.10 The Role of Career Guidance within the Functions of School Guidance
2.5. Towards a Curriculum for Career Guidance in the School Environment
2.5.1. Building Vocations from the School Setting
2.5.2. The Educational Counselor as a Curator of Relevant Content in Career Guidance
2.5.3. Tools for the Curation of Content Related to Career Guidance
2.5.4. Students' Concerns and Interests in Career Guidance
2.5.5. Towards a School Curriculum for Career Guidance (I): Objectives
2.5.6. Towards a School Curriculum for Career Guidance (II): Content
2.5.7. Towards a School Curriculum on Vocational Guidance (III): Key Competencies
2.5.8. Towards a School Curriculum on Vocational Guidance (IV): Standards and Assessment Criteria
2.5.9. Career Guidance Curriculum within the Tutoring Action Plan
2.5.10 Career Guidance as Cross-Cutting Content
2.5.11 Spaces and Times for Guidance During the School Day
2.6. From Educational Pathways to Professional Pathways: Developing a Professional Life Project
2.6.1. Supporting Our Students in Finding Their 'Ikigai'
2.6.2. Supporting Self-Knowledge (I): Self-Concept
2.6.3. Accompaniment in Self-Knowledge (II): Self-Competence and Self-Esteem
2.6.4. Accompaniment in the Search and Knowledge of the Educational Offer (I): Itineraries and Modalities
2.6.5. Accompaniment in the Search and Knowledge of the Educational Offer (II): Certificates
2.6.6. Accompaniment in the Search and Knowledge of the Educational Offer (III): Study Plans
2.6.7. Accompaniment in the Search and Knowledge of the Professional Offer (I): Qualifications
2.6.8. Accompaniment in the Search and Knowledge of the Educational Offer (II): Professional Competencies
2.6.9. Supporting Vocational Decision-Making
2.6.10 The Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Student's Vocation or Future Profession
2.7. Building an Academic and Career Guidance Plan
2.7.1. Introduction of Educational and Career Guidance Plan
2.7.2. Basic Principles of the Introduction of Educational and Career Guidance Plan
2.7.3. Objectives of the Educational and Career Guidance Plan
2.7.4. Activities and Timing of the Educational and Career Guidance Plan
2.7.5. Bibliographic Resources to Carry Out the Educational and Career Guidance Plan
2.7.6. Digital Resources to Carry Out the Educational and Career Guidance Plan
2.7.7. Audiovisual Resources to Carry Out the Educational and Career Guidance Plan
2.7.8. Human Resources to Carry Out the Educational and Career Guidance Plan
2.7.9. Examples for Improvement of the Educational and Career Guidance Plan
2.7.10 Examples of Good Practices in Educational and Career Guidance Plan
2.8. Career Guidance Activities in the Educational Center
2.8.1. Classroom Activities (I): Research and Presentation of Information
2.8.2. Classroom Activities (II): Involvement of Extracurricular Experts in the Classroom
2.8.3. Classroom Activities (III): Thematic Units Within a Subject
2.8.4. Extracurricular Activities (I): Vocational Choice Portfolio
2.8.5. Extracurricular Activities (II): Guidance Days
2.8.6. Extracurricular Activities (III): Projects and Companies
2.8.7. Extracurricular Activities (IV): Simulation Games
2.8.8. Extracurricular Activities (IV): Service - Learning
2.8.9. Coordinated Activities: Vocational Mentors
2.8.10 Other Career Guidance Activities in the Educational Center
2.9. Complementary Actions Outside the School Center
2.9.1. Exploration of Family Workplaces
2.9.2. Company Visits
2.9.3. Shadowing: Professional for a Day
2.9.4. Internships in Companies
2.9.5. Job Fairs
2.9.6. Educational Cooperation Programs
2.9.7. Visit to the Employment Office or Local Employment Services
2.9.8. Visits to Professional Associations
2.9.9. Visits to Universities and Other Educational Centers
2.9.10. Visits to Museums and Exhibitions
2.9.11. Other Complementary Actions Outside the School to Work on Career Guidance

2.10. Assessment and Improvement of the Educational and Career Guidance Plan
- 2.10.1. Change, Innovation and Improvement in Guidance
- 2.10.2. Who Assesses the Educational and Career Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment
- 2.10.3. Formative or Summative Assessment of the Educational and Career Guidance Plan?
- 2.10.4. What Indexes Can Assess the Effectiveness of the Educational and Career Guidance Plan
- 2.10.5. Checklists for the Educational and Career Guidance Plan
- 2.10.6. Rubrics to Assess the Educational and Career Guidance Plan
- 2.10.7. Targets to Assess the Educational and Career Guidance Plan
- 2.10.8. Surveys and Written Forms to Assess the Educational and Career Guidance Plan
- 2.10.9. Surveys and Digital Forms to Assess the Educational and Career Guidance Plan
- 2.10.10. The Vocational Portfolio as an Assessment of Educational and Career Guidance Plan

Module 3. Career Guidance Around the World

3.1. Towards a Comparative View of Career Guidance Around the World: Relevant Variables
- 3.1.1. What Does a Comparative View of Career Guidance Offer Us?
- 3.1.2. Location and Designation of the Guidance Service
- 3.1.3. Guidance Service Users
- 3.1.4. Administrative Unit and Legislative Support
- 3.1.5. Areas of Intervention of the Guidance Professional
- 3.1.6. Functions, Objectives and Tasks
- 3.1.7. Professional Profiles and Previous Training
- 3.1.8. Ratios
- 3.1.9. Relationship with Other Services
- 3.1.10 Other Relevant Variables

3.2. Countries with a Model of Guidance Services External to Educational Centers
- 3.2.1. Which Countries Maintain a Model of External Guidance Services?
- 3.2.2. Location and Designation of the Guidance Service
- 3.2.3. Guidance Service Users
- 3.2.4. Administrative Unit and Legislative Support
- 3.2.5. Areas of Intervention of the Guidance Professional
- 3.2.6. Functions, Objectives and Tasks
- 3.2.7. Professional Profiles and Previous Training
- 3.2.8. Ratios
- 3.2.9. Relationship with Other Services
- 3.2.10 Other Relevant Variables

3.3. Countries with a Model of Guidance Services within Educational Institutions
- 3.3.1. Which Countries Maintain a Guidance Services Model within Educational Institutions?
- 3.3.2. Location and Designation of the Guidance Service
- 3.3.3. Guidance Service Users
- 3.3.4. Administrative Unit and Legislative Support
- 3.3.5. Areas of Intervention of the Guidance Professional
- 3.3.6. Functions, Objectives and Tasks
- 3.3.7. Professional Profiles and Previous Training
- 3.3.8. Ratios
- 3.3.9. Relationship with Other Services
- 3.3.10 Other Relevant Variables

3.4. Countries with a Mixed Model of Guidance Services, both Inside and Outside of Educational Institutions I
- 3.4.1. Which Countries Maintain a Mixed Model of Guidance Services?
- 3.4.2. Location and Designation of the Guidance Service
- 3.4.3. Guidance Service Users
- 3.4.4. Administrative Unit and Legislative Support
- 3.4.5. Areas of Intervention of the Guidance Professional
- 3.4.6. Functions, Objectives and Tasks
- 3.4.7. Professional Profiles and Previous Training
- 3.4.8. Ratios
- 3.4.9. Relationship with Other Services
- 3.4.10 Other Relevant Variables

3.5. Countries with a Mixed Model of Guidance Services, both Inside and Outside of Educational Institutions II

3.6. The IAEVG (International Association for Educational and Vocational Guidance) Model
- 3.6.1. The International Association for Educational and Career Guidance: Origin, Purpose and Mission
- 3.6.2. International Competencies for Guidance Professionals
- 3.6.3. Core Competencies of Guidance Professionals in the IAEVG Model
- 3.6.4. IAEVG Specialized Competencies (I): Diagnosis
- 3.6.5. IAEVG Specialized Competencies (II): Educational Guidance
- 3.6.6. IAEVG Specialized Competencies (III): Career Development
- 3.6.7. IAEVG Specialized Competencies (IV): Counseling
- 3.6.8. IAEVG Specialized Competencies (V): Information
- 3.6.9. IAEVG Specialized Competencies (VI): Consultation
- 3.5.10. IAEVG Specialized Competencies (VII): Research
- 3.5.11. IAEVGIA Specialized Competencies (VIII): Program and Service Management
- 3.5.12. IAEVG Specialized Competencies (IX): Community Development
- 3.5.13. IAEVG Specialized Competencies (X): Employment
- 3.5.14. IAEVGEA Ethical Standards

3.7. The ASCA (American Association for School Counseling) Model in the U.S. School Setting
- 3.7.1. The ASCA National Model
- 3.7.2. ASCA National Model School Counseling Programs
- 3.7.3. Pillars of School Counseling in the ASCA National Model
- 3.7.4. Application of the ASCA National Model for School Counseling
- 3.7.5. School Counseling Management in the ASCA National Model
- 3.7.6. Accountability in the ASCA National Model
- 3.7.7. Some ASCA National Model Templates
- 3.7.8. Recognized ASCA Model Program (RAMP)
- 3.7.9. ASCA Ethical Standards
- 3.7.10. ASCA Empirical Studies on School Counseling Effectiveness

3.8. The Competency Model of the Counselor from Chile
- 3.8.1. Towards a Model of Competencies and Standards for Guidance Counselors in Chile (MINEDUC 2010)
- 3.8.2. Generic Competencies for Counselors (I): Communication
- 3.8.3. Generic Competencies for Counselors (II): Teamwork
- 3.8.4. Generic Competencies for Counselors (III): Ability to Plan and Organize
- 3.8.5. Generic Competencies for Counselors (IV): Innovation and Creativity
- 3.8.6. Generic Competencies for Counselors (V): Commitment to Continuous Learning
- 3.8.7. A Map of ICT Competencies for Counselors in Chile (I): Pedagogical Dimension
- 3.8.8. A Map of ICT Competencies for Counselors in Chile (II): Technical Dimension
- 3.8.9. A Map of ICT Competencies for Counselors in Chile (III): Management Dimension
- 3.8.10. A Map of ICT Competencies for Counselors in Chile (IV): Social, Ethical and Legal Dimension
- 3.7.11. A Map of ICT Competencies for Counselors in Chile (V): Dimension of Professional Development and Responsibility

3.9. The Coordinated Career Guidance Model of the Bertelsmann Foundation
- 3.9.1. Leitfaden Berufsorientierung: Guidelines for Career Guidance by the Bertelsmann Foundation
- 3.9.2. Objectives and Principles of Coordinated Career Guidance: For Youth Employment
- 3.9.3. Quality Management System for Coordinated Career Guidance in the School Setting
- 3.9.4. Career Guidance Planning in the School Setting
- 3.9.5. Implementation of Career Guidance in the School Setting
- 3.9.6. Key Quality Dimensions for Organizing Career Guidance Actions
- 3.9.7. How to Professionally Guide Children
- 3.9.8. The Teacher as an Ally in Career Guidance
- 3.9.9. For Youth Employment: Present and Future
- 3.9.10. Recognition and Impact of the Coordinated Career Guidance Model of the Bertelsmann Foundation

Module 4. Development of Emotional Intelligence in Career Guidance

4.1. Theoretical Basis: Why is Emotional Intelligence Necessary?
- 4.1.1. Definition of the Concept of Emotional Intelligence
- 4.1.2. Elements of Emotional Intelligence
- 4.1.3. Emotional Intelligence and Education
- 4.1.4. Emotional Education and Basic Competencies
- 4.1.5. The Delors Report (UNESCO 1996)
- 4.1.6. Family and Emotional Education
- 4.1.7. Emotional Competencies
- 4.1.8. Ideal Environments
- 4.1.9. Principles, Values and Virtues
- 4.1.10 Roadmap in Emotional Intelligence

4.2. Self-Knowledge and Management of Emotions
- 4.2.1. Human Dimension, Self-Knowledge
- 4.2.2. What are Feelings?
- 4.2.3. Expression in the Body
- 4.2.4. Rational Expression
- 4.2.5. What are Emotions
- 4.2.6. Basic Emotions
- 4.2.7. Expression of Emotion
- 4.2.8. Self-Confidence
- 4.2.9. Self-Concept Application Models
- 4.2.10 Self-Care

4.3. Emotional Intelligence in Adolescence
- 4.3.1. Stages of Development, the Child Grows Emotionally. Life Cycle
- 4.3.2. Virginia Satir, Family Model
- 4.3.3. From the Family to the Individual
- 4.3.4. Emotional Characteristics of the Adolescent
- 4.3.5. Emotional Perception
- 4.3.6. Adolescent Emotional Domains
- 4.3.7. Skills Development
- 4.3.8. Social Stress
- 4.3.9. Visualization of Goals
- 4.3.10. Application Models

4.4. Empathy, Leadership and Emotional Regulation
- 4.4.1. Our Brain, Cerebral Hemispheres
- 4.4.2. Rational vs Emotional Intelligence
- 4.4.3. The Self and the Other
- 4.4.4. Assertiveness as a Way of Life, Emotional Regulation
- 4.4.5. Basic Beliefs, our Map of How We View Life
- 4.4.6. Knowing My Personal Goals
- 4.4.7. Recognizing Personal Skills
- 4.4.8. True Success
- 4.4.9. Competencies to be Developed
- 4.4.10 Real Knowledge of Limiting Beliefs
- 4.4.11. Application Models

4.5. Development of Social Skills
- 4.5.1. Educating for Social Relationships
- 4.5.2. Direct Experience
- 4.5.3. Imitation
- 4.5.4. Academic Support Measures
- 4.5.5. Raise the Level of Social Competence
- 4.5.6. Conflict Resolution
- 4.5.7. Stress Management
- 4.5.8. Disruptive Behaviors
- 4.5.9. Communication
- 4.5.10 Application Models

4.6. Implications for Employment
- 4.6.1. Individuation Period
- 4.6.2. Intellectual Development
- 4.6.3. Physical Development
- 4.6.4. Development of a Way of Life
- 4.6.5. Personality Development
- 4.6.6. Vocational Orientation
- 4.6.7. Potential and Challenge
- 4.6.8. Education and Training
- 4.6.9. Application Models

4.7. Enthusiasm and Motivation
- 4.7.1. Initial Enthusiasm and Sustained Motivation
- 4.7.2. Definition of Neurological Levels
- 4.7.3. Generate Self-Esteem
- 4.7.4. On the Way to Your Goal
- 4.7.5. Problem Solving
- 4.7.6. Self-Motivation: Strengths
- 4.7.7. Motivation in the Classroom: Cultivating Curiosity
- 4.7.8. Professional Interests
- 4.7.9. Tolerance to Failure
- 4.7.10 Application Models

4.8. Emotional Management
- 4.8.1. Perception, the Map of Seeing Life, Analysis of the Emotional Situation
- 4.8.2. Observation of the Ambioma
- 4.8.3. Detection of Limiting Beliefs
- 4.8.4. Emotions for Life
- 4.8.5. Stress, Concept, Symptoms and Types
- 4.8.6. Managing Stress
- 4.8.7. Sustaining Emotion
- 4.8.8. Resilience
- 4.8.9. Expression Channels
- 4.8.10. Application Models

4.9. The Development of Attitudes and Competencies for the Work Environment
- 4.9.1. What are Job Competencies?
- 4.9.2. Competency Standards
- 4.9.3. Occupational Profiles
- 4.9.4. Employability Skills
- 4.9.5. Attitudes towards Employability: Social, and Work Attitudes
- 4.9.6. Affective, Cognitive and Behavioral Components of Attitudes
- 4.9.7. Attitude Change: Congruent and Incongruent
- 4.9.8. Most Valued Social Skills with Respect to Employability
- 4.9.9. Personal Map of Attitudes and Competencies
- 4.9.10 Application Models

4.10. Resources in Primary Education: An Evolutionary Approach
- 4.10.1. Identification of Emotions
- 4.10.2. The Self and the Other
- 4.10.3. Emotional Environment
- 4.10.4. Description of the Child's Environment: Expression Channels
- 4.10.5. Self-Concept
- 4.10.6. Development of Self-Esteem
- 4.10.7. Enhancing the Expression of Emotions, Assertiveness
- 4.10.8. Intervention Strategies in Emotional Education
- 4.10.9. Development of Emotional Competencies
- 4.10.10 Application Models

Module 5. Professional Skills Development in Career Guidance

5.1. Employability Model
- 5.1.1. Current Economic Context
- 5.1.2. Employment in the 21st Century
- 5.1.3. Self-Knowledge
- 5.1.4. The Vision
- 5.1.5. The Mission
- 5.1.6. Definition of Objectives
- 5.1.7. New Work Models
- 5.1.8. Roadmap
- 5.1.9. Personal Brand

5.2. Development of Competencies
- 5.2.1. Characteristics of the Competencies
- 5.2.2. Capabilities, Skills and Competencies
- 5.2.3. Competencies that will be in Demand in the 21st Century
- 5.2.4. Personal Skills
- 5.2.5. Professional Skills
- 5.2.6. Competency Training
- 5.2.7. Maturity Levels of a Competency
- 5.2.8. Assessment of Competencies (Indicators)

5.3. Collaborative Work
- 5.3.1. Teamwork
- 5.3.2. Characteristics of Collaborative Work
- 5.3.3. The Power of Teamwork
- 5.3.4. Structures and Models for Collaborative Work
- 5.3.5. Communities of Practice
- 5.3.6. Tools for Collaborative Work
- 5.3.7. Empathy
- 5.3.8. Assertiveness
- 5.3.9. Trust
- 5.3.10. Self-organized Teams

5.4. Project Work
- 5.4.1. Work Models
- 5.4.2. Results Oriented
- 5.4.3. Organization of Work
- 5.4.4. Project Definition
- 5.4.5. Project Life Cycle
- 5.4.6. Project Management
- 5.4.7. The Figure of the Project Manager
- 5.4.8. Methodologies for Project Management
- 5.4.9. Difference between Project Development and Product Development
- 5.4.10. Product Design and Creation

5.5. Communication
- 5.5.1. Basic Characteristics of Communication
- 5.5.2. Effective Communication
- 5.5.3. Active Listening
- 5.5.4. Intrapersonal Communication
- 5.5.5. Interpersonal Communication
- 5.5.6. Online Interpersonal Communication (Email, Social Media)
- 5.5.7. Effective Presentations
- 5.5.8. Visual Communication
- 5.5.9. Body Communication (Non-Verbal Language)
- 5.5.10. Speaking in Public

5.6. Adaptation to Change
- 5.6.1. Context and Basic Concepts
- 5.6.2. Main Characteristics of Adaptation to Change
- 5.6.3. Unlearning to Relearn
- 5.6.4. Flexibility and Versatility
- 5.6.5. Change Management Process
- 5.6.6. Factors Favoring Adaptation to Change
- 5.6.7. Negative Factors or Factors that do not Help Adaptation to Change
- 5.6.8. Comfort Zone
- 5.6.9. The Everett Rogers Curve
- 5.6.10. Moore's Law

5.7. Business Models
- 5.7.1. Definition and Fundamental Concepts
- 5.7.2. Business Canvas I
- 5.7.3. Business Canvas II
- 5.7.4. Examples of Business Model
- 5.7.5. Innovation
- 5.7.6. Innovative Business Models
- 5.7.7. Basic Organizational Models

5.8. Entrepreneurship
- 5.8.1. Personal Business Models
- 5.8.2. Startups
- 5.8.3. Strategic Business Planning
- 5.8.4. Lean Canvas
- 5.8.5. Lean Startup Method
- 5.8.6. Internet Strategy (Digital Business, Digital Marketing)
- 5.8.7. Entrepreneurship Skills
- 5.8.8. Social Entrepreneurship
- 5.8.9. Corporate Enterprise
- 5.8.10. The Concept of Value Contribution

5.9. Leadership
- 5.9.1. What is Leadership?
- 5.9.2. What Does It Take to Be a Leader?
- 5.9.3. Types of Leadership
- 5.9.4. Self-Leadership
- 5.9.5. Mindfulness
- 5.9.6. Tribes
- 5.9.7. Followers
- 5.9.8. *Feedback*
- 5.9.9. *Coaching*
- 5.9.10 Emotional Intelligence

5.10. Creativity Development
- 5.10.1. Fundamental Concepts
- 5.10.2. Factors that Favor the Development of Creativity
- 5.10.3. Factors that do not Favor Creativity
- 5.10.4. Lateral Thinking
- 5.10.5. Exploration and Management of Ideas
- 5.10.6. Development and Monitoring of Ideas
- 5.10.7. Divergent Thinking
- 5.10.8. Convergent Thinking

Module 6. Decision-Making I: Knowing Who They Are in Order to Know What They Want

6.1. Theories in Decision-Making. The Non-Decision
- 6.1.1. Introduction
- 6.1.2. Decision-Making Concept
- 6.1.3. Approaches to Decision-Making
- 6.1.4. Explanatory Models of How Decisions are Made
- 6.1.5. Individual Variables in Decision-Making
- 6.1.6. Learning How to Make Decisions
- 6.1.7. Teaching How to Make Decisions
- 6.1.8. Programs to Teach Decision-Making
- 6.1.9. Group Decision-Making
- 6.1.10 The Non-Decision

6.2. A Practical Model for Professional Decisions: Heart, Head and Feet
- 6.2.1. Introduction
- 6.2.2. Theoretical Basis of the Model
- 6.2.3. Heart: Who are you?
- 6.2.4. Head: What does the World Offer and What does it Want?
- 6.2.5. Feet: Planning for the Future
- 6.2.6. Individual Development Plan
- 6.2.7. Individual Implementation
- 6.2.8. Group Implementation
- 6.2.9. Integration in Educational Centers
- 6.2.10. Conclusions

6.3. Motivation and Vocational Decision. Vital Moment
- 6.3.1. Introduction
- 6.3.2. The Behavioral Approach
- 6.3.3. Social Approach
- 6.3.4. Cognitive Approach
- 6.3.5. Humanistic Approach
- 6.3.6. The Psychoanalytic Point of View in Vocational Selection
- 6.3.7. Motivation in Adolescents
- 6.3.8. Current Social and Family Variables
- 6.3.9. Role of the Counselor and Tutor
- 6.3.10. Motivational Resources

6.4. Skills: Diagnosis and Integration in the Model
- 6.4.1. What Are Skills?
- 6.4.2. Verbal Aptitude
- 6.4.3. Numerical Aptitude
- 6.4.4. Spatial Aptitude
- 6.4.5. Mechanical Aptitude
- 6.4.6. Memory
- 6.4.7. Concentration.
- 6.4.8. Other Skills
- 6.4.9. Assessment by Test
- 6.4.10. Self-Diagnosis of Skills
- 6.4.11. Integration in the CCP Model

6.5. What are Multiple Intelligences and their Correlation with Professions?
- 6.5.1. Introduction
- 6.5.2. What are Multiple Intelligences?
- 6.5.3. Visuo-Spatial Intelligence
- 6.5.4. Linguistic Intelligence
- 6.5.5. Logical-Mathematical Intelligence
- 6.5.6. Naturopathic Intelligence
- 6.5.7. Musical Intelligence
- 6.5.8. Body-Kinesthetic Intelligence
- 6.5.9. Interpersonal Intelligence
- 6.5.10 Intrapersonal Intelligence
- 6.5.11 Assessment of Multiple Intelligences
- 6.5.12 Integration in the C.C.P. Model

6.6. Personality Associated with Professional Profiles
- 6.6.1. Personality Models
- 6.6.2. Personality in Adolescents
- 6.6.3. Self-Concept and Vocational Maturity
- 6.6.4. Personality Variables Relevant to Vocational Choice
- 6.6.5. The Holland's Model
- 6.6.6. Personality Associated with Professions
- 6.6.7. Personality Assessment Resources
- 6.6.8. Case Study
- 6.6.9 Integration in the C.C.P. Model

6.7. Talent as Differentiation and Opportunity
- 6.7.1. Introduction
- 6.7.2. Concept of Talent
- 6.7.3. Talent Development
- 6.7.4. Talent and Academic Achievement
- 6.7.5. Talent and High Abilities
- 6.7.6. Talent and Professional Competencies
- 6.7.7. Resources to Help Them Discover Their Talents
- 6.7.8. Talent Detection
- 6.7.9. Cases of Talented Adolescents
- 6.7.10. Integration in the C.C.P. Model

6.8. Vocational Values. What Do They Want to Work For?
- 6.8.1. Introduction
- 6.8.2. Concept of Vocational Values
- 6.8.3. Values and the Current Work Environment
- 6.8.4. Importance for Selection
- 6.8.5. Values and Family
- 6.8.6. Values and Gender
- 6.8.7. Ceres Classification
- 6.8.8. Values Associated with Professions
- 6.8.9. Values as a Basis for a Life Path
- 6.8.10. Integration in the C.C.P Model

6.9. Level of Effort and Study Habits
- 6.9.1. Introduction
- 6.9.2. Importance of the Academic Record
- 6.9.3. Models for Gathering Information
- 6.9.4. Study Habits
- 6.9.5. Assessment and Corrective Measures of Study Habits
- 6.9.6. Study Techniques; Classroom Teaching
- 6.9.7. Academic Effort and Performance
- 6.9.8. School Failure: Relevant Variables
- 6.9.9. Family and School Performance
- 6.9.10. Integration in the C.C.P Model

6.10. Specific Resources for Self-Knowledge
- 6.10.1. Comillas University Orion Program
- 6.10.2. Incomplete Questioning Techniques
- 6.10.3. Group and Individual Personality Dynamics
- 6.10.4. Mentor Dynamics: Limiting Beliefs
- 6.10.5. Systematic Relaxation and Talent
- 6.10.6. Dynamics to Discover Professional Values
- 6.10.7. Career Guidance Test on the Web
- 6.10.8. Integration with the CCP Model

Module 7. Decision-Making II: The Search for Information and How to Help Them Achieve What They Want

7.1. Development of Active Information Seeking Competence
- 7.1.1. The Digital Era and the Internet
- 7.1.2. Young People and New Technologies
- 7.1.3. Critical Thinking
- 7.1.4. Active Learning
- 7.1.5. 10 Skills to Develop this Competency
- 7.1.6. Classroom Resources
- 7.1.7. Technical Resources
- 7.1.8. The Importance of Information in Vocational Selection
- 7.1.9. Integration with the CCP Model

7.2. Professional Families First Approach to Vocational Selection
- 7.2.1. Introduction
- 7.2.2. Concept of Professional Family
- 7.2.3. Different Classifications
- 7.2.4. A Concrete Classification Model: Theoretical Rationale
- 7.2.5. Experimental Science Family
- 7.2.6. Applied Technique Family
- 7.2.7. Healthcare Family
- 7.2.8. Business and Economics Family
- 7.2.9. Administrative Activities Family
- 7.2.10. Legal and Advisory Family
- 7.2.11. Protection and Security Family
- 7.2.12. Humanistic-Social Family
- 7.2.13. Communication Family
- 7.2.14. Teaching and Guidance Family
- 7.2.15. Languages Family
- 7.2.16. Film and Theater Family
- 7.2.17. Music Family
- 7.2.18. Plastic Arts Family
- 7.2.19. Aesthetics Family
- 7.2.20. Farming Family
- 7.2.21. Sports Family
- 7.2.22. Religious Activities Family
- 7.2.23. Integration in the CCP Model

7.3. Educational Options: Degrees and Special Education
- 7.3.1. What are University Degrees?
- 7.3.2. Special Education: An Option
- 7.3.3. Access to the Different Options
- 7.3.4. The University Access System
- 7.3.5. Variables to be Considered by the Student when Faced with Different Educational Options
- 7.3.6. Interviews with People Studying the Educational Option to be Appraised
- 7.3.7. Integration with the CCP Model

7.4. Career Opportunities of the Educational Options
- 7.4.1. Introduction
- 7.4.2. The New Professional Opportunities of the 21st Century
- 7.4.3. Importance of the Socioeconomic Context
- 7.4.4. The Study of Career Opportunities Based on Educational Options
- 7.4.5. New Market Trends in Traditional Careers
- 7.4.6. Employability of Educational Options
- 7.4.7. Employability of Career Opportunities
- 7.4.8. Access to the Different Professional Opportunities
- 7.4.9. Classroom Resources for Researching Career Opportunities
- 7.4.10. Integration in the CCP Model

7.5. The Individual Context. Reality Itself
- 7.5.1. Family Socioeconomic Context
- 7.5.2. Levels of Autonomy
- 7.5.3. Level of Motivation and Effort
- 7.5.4. Capabilities and Skills
- 7.5.5. Level of Vocational Maturity
- 7.5.6. Personality
- 7.5.7. Personal Variables: The Diversity
- 7.5.8. Information Gathering and the Role of the Counselor
- 7.5.9. Integration in the CCP Model

7.6. Research on the Factors that Define the Labor Reality
- 7.6.1. Introduction
- 7.6.2. Study of the Functions and Tasks in a Specific Career Path
- 7.6.3. Remuneration of Professions
- 7.6.4. Promotion and Professional Development
- 7.6.5. Associated Work Climate
- 7.6.6. Lifestyle Associated with the Professions: Schedules, Availability, Mobility
- 7.6.7. Professions and Gender
- 7.6.8. Structured Interview to Gather Information
- 7.6.9. Networked Resources for Research
- 7.6.10. Integration in the CCP Model

7.7. Individual Vocational Selection. Fitting the Puzzle
- 7.7.1. SWOT Methodology for Individual Decision-Making
- 7.7.2. Student Strengths
- 7.7.3. Student Weaknesses
- 7.7.4. Threats of Valued Professions
- 7.7.5. Career Options Opportunities
- 7.7.6. Individual Reflection
- 7.7.7. Assessment of the Degree of Certainty in Vocational Decision-Making
- 7.7.8. Interview with the Student and the Role of the Counselor
- 7.7.9. Integration in the CCP Model

7.8. Family Interview, Model and Advantages
- 7.8.1. Introduction
- 7.8.2. Approaches to Family Interviewing
- 7.8.3. Group Workshops for Parents on Vocational Selection
- 7.8.4. Family Influence on Final Decision-Making
- 7.8.5. Communication of the Interview
- 7.8.6. Structured Interview Format
- 7.8.7. Development of the Family Interview
- 7.8.8. Diversity in Student and/or Family
- 7.8.9. Advantages of the Family Interview
- 7.8.10. Integration in the CCP Model

7.9. An Individual Development Plan: Creating a Career-Focused CV during Academic Training
- 7.9.1. Concept of Individual Development Plan
- 7.9.2. Extracurricular Knowledge
- 7.9.3. Digital and Computer Skills
- 7.9.4. Language:
- 7.9.5. Volunteerism
- 7.9.6. Previous Work Experience
- 7.9.7. Generic Competencies for the First Job with a Career Focus
- 7.9.8. Specific Competencies of Professional Areas
- 7.9.9. Emotional Intelligence and Profession
- 7.9.10. Integration in the CCP Model

7.10. Specific Resources for Information Search
- 7.10.1. Introduction
- 7.10.2. Academic Research
- 7.10.3. Universities and Special Education Institutions
- 7.10.4. Study Abroad
- 7.10.5. Labor Market Trends
- 7.10.6. Career Opportunities
- 7.10.7. Employability
- 7.10.8. Remuneration
- 7.10.9. Testimonials and Online Forums
- 7.10.10. Integration in the CCP Model

Module 8. Guidance for Inclusion. Career and Vocational Guidance for Inclusion

8.1. Theoretical Framework: The Concept of Diversity, Inclusion and Inclusive Guidance
- 8.1.1. From Special Education to Diversity Support
- 8.1.2. From Diversity Support to Inclusive Education
- 8.1.3. Attention to Diversity within the Framework of the European Union
- 8.1.4. Concept of Diversity from an Employability Perspective
- 8.1.5. Concept of Educational and Labor Inclusion
- 8.1.6. Inclusive Guidance, a Lifelong Process
- 8.1.7. Inclusive Guidance, School, Work and the Environment
- 8.1.8. Inclusive Guidance, Differentiated Needs
- 8.1.9. Keys to an Inclusive Guidance

8.2. Knowledge of the Different Diversity Profiles for Guidance
- 8.2.1. The Educational Response to Diversity
- 8.2.2. Curricular Adaptations for Obtaining the Compulsory High School Diploma
- 8.2.3. Understanding the Diversity of Cognitive, Emotional and Affective Processes on which Learning is Based
- 8.2.4. Diversity and Educational Inclusion Plan
- 8.2.5. Students with Attention Deficit and Hyperactivity Disorder
- 8.2.6. Students with Autism Spectrum Disorder
- 8.2.7. Students with Learning Difficulties (Dyslexia, Dysorthography...)
- 8.2.8. Students with Intellectual Disabilities
- 8.2.9. Students with Mental Disorders

International Development Cooperation Students with Sensory Disabilities

8.3. Functional Diversity as Seen from its Potential
- 8.3.1. Definition of Functional Diversity
- 8.3.2. Types of Functional Diversity
- 8.3.3. Identity and Intellectual Functional Diversity
- 8.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity
- 8.3.5. Socio-Occupational Training of Students with Functional Diversity
- 8.3.6. Indicators to Identify the Potential of People with Functional Diversity
- 8.3.7. Employment Inclusion of People with Functional Diversity
- 8.3.8. Career Guidance for Students with Functional Diversity in University

8.4. General Actions in Career Guidance for Students with Different Difficulties: ADHD, ASD, Dyslexia...
- 8.4.1. Pre-Vocational Introduction
- 8.4.2. Vocational Decision and Involvement
- 8.4.3. Vocational Decision-Making Processes
- 8.4.4. Difficulty and Pressure
- 8.4.5. Professional Counseling
- 8.4.6. Market Knowledge
- 8.4.7. Decision-Making Strategies
- 8.4.8. Facilitating Self-Awareness and the Ability to Make Choices
- 8.4.9. Provide Information to Trainee and Families
- 8.4.10. Encourage Personal Interests

8.5. Tools for Inclusive Guidance
- 8.5.1. How to Guide People with Learning Difficulties
- 8.5.2. Career Guidance for Individuals with Specific Educational Support Needs (ASD, ADHD, Dyslexia, etc.)
- 8.5.3. Career Guidance for People with Intellectual Functional Diversity
- 8.5.4. Career Guidance for People with Sensory Functional Diversity
- 8.5.5. Professional Guidance for People in Conditions of Social Vulnerability
- 8.5.6. Career Guidance

8.6. Educational Offers and Educational and Professional Itineraries, Taking Diversity into Account
- 8.6.1. Educational and Vocational Pathways to Guide People with Difficulty
- 8.6.2. Programs for Learning and Performance Enhancement
- 8.6.3. Reinforcement Programs in High School
- 8.6.7. Professional Qualification Programs
- 8.6.8. Youth Guarantee Programs
- 8.6.9. Occupational Training for People with Functional Diversity
- 8.6.10. Supported Employment Center
- 8.6.11. Occupational Center

8.7. Career Guidance Program for Diversity in High School Education
- 8.7.1. Needs Assessment
- 8.7.2. Program Rationale
- 8.7.3. Program Objectives
- 8.7.4. Program Contents
- 8.7.5. Program Methodology
- 8.7.6. Program Resources
- 8.7.7. Program Timing
- 8.7.8. Program Assessment
- 8.7.9. Program Application
- 8.7.10. Program Summary

8.8. Job Search Program: Customized Employment for Individuals with Functional Diversity
- 8.8.1. Customized Employment Concept
- 8.8.2. Customized Employment, the Evolution of Supported Employment
- 8.8.3. Labor Market
- 8.8.4. Guidance and Job Search Resources
- 8.8.5. Internet Employment
- 8.8.6. Job Skills
- 8.8.7. Social Skills
- 8.8.8. Planning Skills
- 8.8.9. Special Employment Centers
- 8.8.10 The Role of the Companies

8.8. Occupational Training Itineraries for Attention to Diversity
- 8.8.1. Unemployment of People with Disabilities
- 8.8.2. Vocational Training for Employment
- 8.8.3. Employment Workshops
- 8.8.4. Labor Market Integration of People with Disabilities
- 8.8.5. Labor Qualification of People with Disabilities
- 8.8.6. Occupational Integration Services
- 8.8.7. Pre-Employment Training
- 8.8.8. Continuing Education
- 8.8.9. Occupational Distance Training
- 8.8.10. Public Employment Services that Cater to Diversity

8.10. Case Studies. Practical Case: Career Guidance Program for a Student with ADHD and/or ASD
- 8.10.1. ASD Student
- 8.10.2. Educational Experience
- 8.10.3. Academic Guidance
- 8.10.4. Career Guidance
- 8.10.5. Job Placement
- 8.10.6. Occupational and Continuing Education
- 8.10.7. Student with ADHD
- 8.10.8. Educational Experience
- 8.10.9. Academic Guidance
- 8.10.10. Career Guidance
- 8.10.11. Job Placement
- 8.10.12. Occupational and Continuing Education

Module 9. ICT in Career Guidance

9.1. ICT in the Information Society
- 9.1.1. Introduction
- 9.1.2. The Information Society
- 9.1.3. Definition
- 9.1.4. Causes of Its Expansion
- 9.1.5. Characteristics of the Information Society and Requirements for Educational Institutions
- 9.1.6. Myths of the Information Society
- 9.1.7. ICT
- 9.1.8. Definition
- 9.1.9. Evolution and Development
- 9.1.10. Characteristics and Possibilities for Teaching

9.2. The Inclusion of ICT in the School Environment
- 9.2.1. Introduction
- 9.2.2. Roles of ICT in Education
- 9.2.3. General Variables to Consider in the Incorporation of ICT
- 9.2.4. Evolutionary Variables
- 9.2.5. Physiological Variables
- 9.2.6. Cultural Variables
- 9.2.7. Economic Variables
- 9.2.8. The Didactic Model as a Reference
- 9.2.9. Selection Criteria
- 9.2.10. Other Aspects to Consider

9.3. Education and Guidance in Globalization
- 9.3.1. Introduction
- 9.3.2. The Phenomenon of Globalization
- 9.3.3. Origins and Characteristics
- 9.3.4. How Does Globalization Affect Education
- 9.3.5. Positive and Negative Consequences of Globalization
- 9.3.6. Quality, Equity and Relevance
- 9.3.7. Learning to Draw Boundaries as an Educational Responsibility
- 9.3.8. Keys to a Sustainable Future
- 9.3.9. Other Perspectives; Dimensions of a "Glocal" Education
- 9.3.10. New Social Spaces for Education

9.4. Training in the Digital Competence of Guidance Practitioners
- 9.4.1. Introduction
- 9.4.2. The Education and Guidance Professional in the 21st Century
- 9.4.3. Digital Literacy; from a Need to an Emerging Reality
- 9.4.4. Definition of Digital Competence
- 9.4.5. Common Framework for Digital Competence
- 9.4.6. Areas and Competences
- 9.4.7. Contextualization of the Framework of Digital Competence in Education
- 9.4.8. Digital Competence Portfolio for Teachers
- 9.4.9. Some Resources to Achieve Digital Competence in Teaching
- 9.4.10. Other Frameworks on Digital Competition

9.5. The Role of the Counselor and the Student in the New ICT Spaces
- 9.5.1. New Learning Scenarios
- 9.5.2. The Impact on the Student's Environment
- 9.5.3. The Role of the Counselor in the Face of the New Information and Communication Technologies
- 9.5.4. The Role of the Student; from Invisible to Protagonist
- 9.5.5. Technological Skills and Competencies of the Teacher/Counselor
- 9.5.6. Technological Skills and Competencies of the Students
- 9.5.7. Risks and Proposals

9.6. Design and Development of Multimedia Materials for Training and Guidance
- 9.6.1. Introduction
- 9.6.2. Multimedia Technology
- 9.6.3. Definition of Multimedia Concept
- 9.6.4. Qualities of Multimedia Resources and Materials
- 9.6.5. Classification
- 9.6.6. Contributions and Limitations
- 9.6.7. Materials Development
- 9.6.8. Some Quality Criteria
- 9.6.9. Video as a Resource for Guidance and Training
- 9.6.10. Social Media as a Resource for Guidance and Training

9.7. Internet Applied to Guidance: Webquests, Wikis and Blogs
- 9.7.1. Webquest
- 9.7.2. Concept, Origin and Characteristics
- 9.7.3. Structure of a Webquest
- 9.7.4. Wikis
- 9.7.5. Concept, Origin and Characteristics
- 9.7.6. Structure of a Wiki
- 9.7.7. Blogs
- 9.7.8. Concept, Origin and Characteristics
- 9.7.10. Structure of a Webquest

9.8. ICT as a Support for Students with Educational Needs
- 9.8.1. Introduction
- 9.8.2. Software for Students with Special Educational Needs
- 9.8.3. Software that Allows Access to the Computer
- 9.8.4. Supporting Technologies
- 9.8.5. The Need for Career Guidance Support Resources

9.9. Some Projects and Experiences of Guidance and ICT
- 9.9.1. Introduction
- 9.9.2. "*My Vocational* E-Portfolio" (MYVIP)
- 9.9.3. MyWayPass: Free Online Platforms for Decision Making
- 9.9.4. At the Sound of the Bell
- 9.9.5. Socioescuela
- 9.9.6. Orientaline
- 9.9.7. Virtual Student Lounge

9.9. Some Digital Resources for Education Guidance
- 9.9.1. Introduction
- 9.9.2. Associations and Portals of Interest in the Field of Guidance
- 9.9.3. Blogs
- 9.9.4. Wikis
- 9.9.5. Social Networks of Professionals or Institutions in Academic and Career Guidance
- 9.9.6. Facebook Groups
- 9.9.7. Guidance Apps
- 9.9.8. Interesting Hashtags
- 9.9.9. Other ICT Resources
- 9.9.10. Personal Learning Environments in Guidance: OrientaPLE

The academic itinerary that complements this Hybrid Master's Degree represents a key opportunity to enhance knowledge and apply it with excellence"

04

Teaching Objectives

This university program from TECH aims to promote the development of skills, knowledge, and competencies in students that will strengthen professional practice in career and vocational guidance. Among these, digital competence will be highlighted as essential for designing effective interventions in technology-mediated contexts. Additionally, a perspective on functional diversity focused on potential will be incorporated, which will foster inclusive approaches in guidance.

Through specialized teaching materials, key attitudes and skills will be developed, which, once acquired, can be applied in various educational and occupational settings with a high level of precision and effectiveness.

This university qualification represents the most up-to-date academic proposal on the market and will guarantee you immediate and rigorous updating"

General Objective

- This Hybrid Master's Degree is designed to facilitate the development of knowledge and skills in students, focused on Career and Vocational Guidance from a contemporary and applied perspective. In fact, it will incorporate specific resources that will enhance self-awareness as a foundation for guiding decision-making processes at various stages of the academic and professional journey. Additionally, it will consider the analysis of effort levels and study habits, which are essential for assessing the feasibility of different career paths. The exploration of the link between personality and professional choice will further enable more tailored interventions based on individual characteristics and real-world contexts.

Specific Objectives

Module 1. Career Guidance: Theoretical Framework

- Recognize the historical evolution and main theoretical approaches of Career Guidance
- Identify the areas of action and intervention levels in educational and occupational contexts
- Examine the factors influencing vocational choice from psychological, social, and economic perspectives
- Analyze the link between the current labor market and emerging professional skill requirements

Module 2. Organizational Development of Guidance in Educational Centers

- Recognize the school as an educational organization with its own structures that impact guidance
- Identify the main organizational models of guidance across different educational stages
- Analyze the role of the counselor from a systemic perspective integrated into the school environment
- Design guidance strategies for academic and professional decision-making by students
- Integrate career guidance as a cross-cutting content within the school curriculum
- Establish criteria to evaluate and improve an academic and career guidance plan

Module 3. Career Guidance Around the World

- Identify the main variables that allow for comparing career and vocational guidance models in different countries
- Distinguish the characteristics of guidance services within, outside, or in combination with educational institutions
- Analyze the key competencies established by international associations and national frameworks for guidance professionals
- Recognize the key elements of the coordinated Career Guidance model promoted by a European foundation

Module 4. Development of Emotional Intelligence in Career Guidance

- Explore the conceptual foundations of emotional intelligence and its relevance in educational and vocational contexts
- Recognize strategies for the development of self-awareness, self-regulation, and empathy in adolescents
- Identify key emotional competencies linked to the labor environment and employability
- Analyze resources and developmental approaches for emotional education in childhood

Module 5. Professional Skills Development in Career Guidance

- Identify key personal and professional competencies for employability in the 21st century
- Apply collaborative work tools in Career Guidance contexts
- Integrate project management methodologies in the development of professional initiatives
- Develop effective communication and leadership skills adapted to changing environments

Module 6. Decision-Making I: Knowing Who They Are in Order to Know What They Want

- Identify the main models and approaches to decision-making applied in vocational contexts
- Understand the influence of aptitudes, motivations, and personality on professional choice
- Apply the CCP (Heart, Head, and Feet) model as a tool to guide vocational decisions
- Explore practical resources to foster self-awareness and individual development planning

Module 7. Decision-Making II: The Search for Information and How to Help Them Achieve What They Want

- Promote the development of skills for active and critical searching for relevant information in vocational contexts
- Explore different professional families and their implications in academic and labor decision-making
- Identify personal, social, and contextual variables influencing the choice of a professional path
- Apply self-awareness tools and research methods to create a personal development plan aligned with vocational interests

Module 8. Guidance for Inclusion. Career and Vocational Guidance for Inclusion

- Understand the theoretical foundations of inclusive guidance in educational and professional contexts
- Recognize the characteristics of different diversity profiles in guidance contexts
- Apply guidance tools tailored for individuals with specific needs
- Design educational and career pathways that promote inclusion

Module 9. ICT in Career Guidance

- Identify the characteristics of the information society and its impact on education
- Recognize the role of ICT in academic and career guidance processes
- Analyze digital resources applicable to guidance and student development
- Explore innovative experiences and projects that integrate ICT into educational guidance

You will be able to identify interpersonal, digital, and strategic thinking skills that respond to the challenges of contemporary labor markets"

05

Internship

Once the online phase is completed, the process continues at a leading institution, where the professional will deepen their knowledge through contextualized practical experiences. This stage also includes continuous guidance from a specialized tutor, whose role is to mentor, supervise, and enrich the development of key competencies related to Career and Vocational Guidance.

You will integrate the most advanced knowledge acquired through a theoretical and practical approach into your professional routine.

The Internship Program period of this university qualification in Career Guidance includes an intensive stay at a leading institution, lasting 3 weeks, with full days from Monday to Friday for 8 continuous hours, under the direct supervision of a specialized tutor.

This experience will allow students to work in real-world guidance contexts, collaborating with recognized professionals in the field.

The activities in this practical phase are designed to consolidate and refine essential competencies in career and vocational guidance processes. Additionally, the focus will be on preparing students to perform effectively in educational centers, training institutions, or career guidance services.

In this way, this university qualification solidifies as a strategic opportunity for professionals to strengthen their profile in an updated environment, applying tools, digital resources, and specific intervention methodologies in real, well-equipped settings for guidance work.

The practical component will involve the active participation of the student in performing the activities and procedures within each area of competence (learning how to learn and learning by doing), with guidance and support from professors and fellow trainees, facilitating teamwork and multidisciplinary integration as transversal competencies for the practice of Career and Vocational Guidance (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the Internship Program, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:

Module	Practical Activity
Conceptual Exploration of Career and Vocational Guidance	Analyze the historical evolution of Career and Vocational Guidance, recognizing its various stages and the impact of each on the current configuration of the field
	Compare the theoretical approaches and explanatory models of Vocational Guidance, identifying their psychological, social, and pedagogical foundations
	Identify the areas of action and intervention levels in Career Guidance, considering the different models applicable in educational and labor contexts
	Examine the role of Career and Vocational Guidance in secondary education and high school, focusing on educational pathways, the role of the counselor, and the influence of the family
Organizational Strategies for Implementing Guidance Services in Educational Centers	Analyze the organizational structures that define how guidance functions at different levels within the educational system
	Design guidance intervention strategies in schools, integrating a systemic approach and the principles of career and vocational guidance
	Evaluate the role of the counselor within the organizational culture of the educational institution, considering their functions, positioning, and collaborative relationships
	Integrate academic and career guidance into the institution's documents, particularly an educational project and the academic and career guidance plan
Emotional Management Techniques in Career Guidance Contexts	Explore the theoretical foundations of emotional intelligence and its application in educational and guidance contexts
	Recognize one's own emotions and those of others as a starting point for developing self-awareness and self-regulation
	Apply strategies for empathy, leadership, and emotional regulation in typical Career Guidance scenarios
	Develop essential social skills to establish positive relationships in educational and vocational contexts.
Strategies to Consolidate Key Skills in Academic and Career Guidance Processes	Explore the employability model and its key components to design a professional roadmap consistent with the current context
	Identify essential personal and professional competencies to face the labor challenges of the 21st century
	Apply principles of collaborative work through group dynamics designed to foster empathy, trust, and self-organization
	Develop a team project integrating management methodologies and effective communication tools

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the stay at the internship center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.

General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, five days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who complete the Hybrid Master's Degree will receive a diploma accrediting their attendance at the institution.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. . PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

Below are some of the internship centers selected by TECH for this program. However, if none of them meet your expectations or needs, TECH is committed to facilitating the formalization of an agreement with an entity that aligns with your preferences, ensuring a fully personalized experience.

A specialized tutor in the area will guide you through the practical training process, helping to strengthen the knowledge you have acquired"

The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:

CentrosD2

Country
Spain

City
Melilla

Address: C/ Explorador Badia, 16. 52002, Melilla, Melilla

Specialized in providing support classes for all levels

Related internship programs:

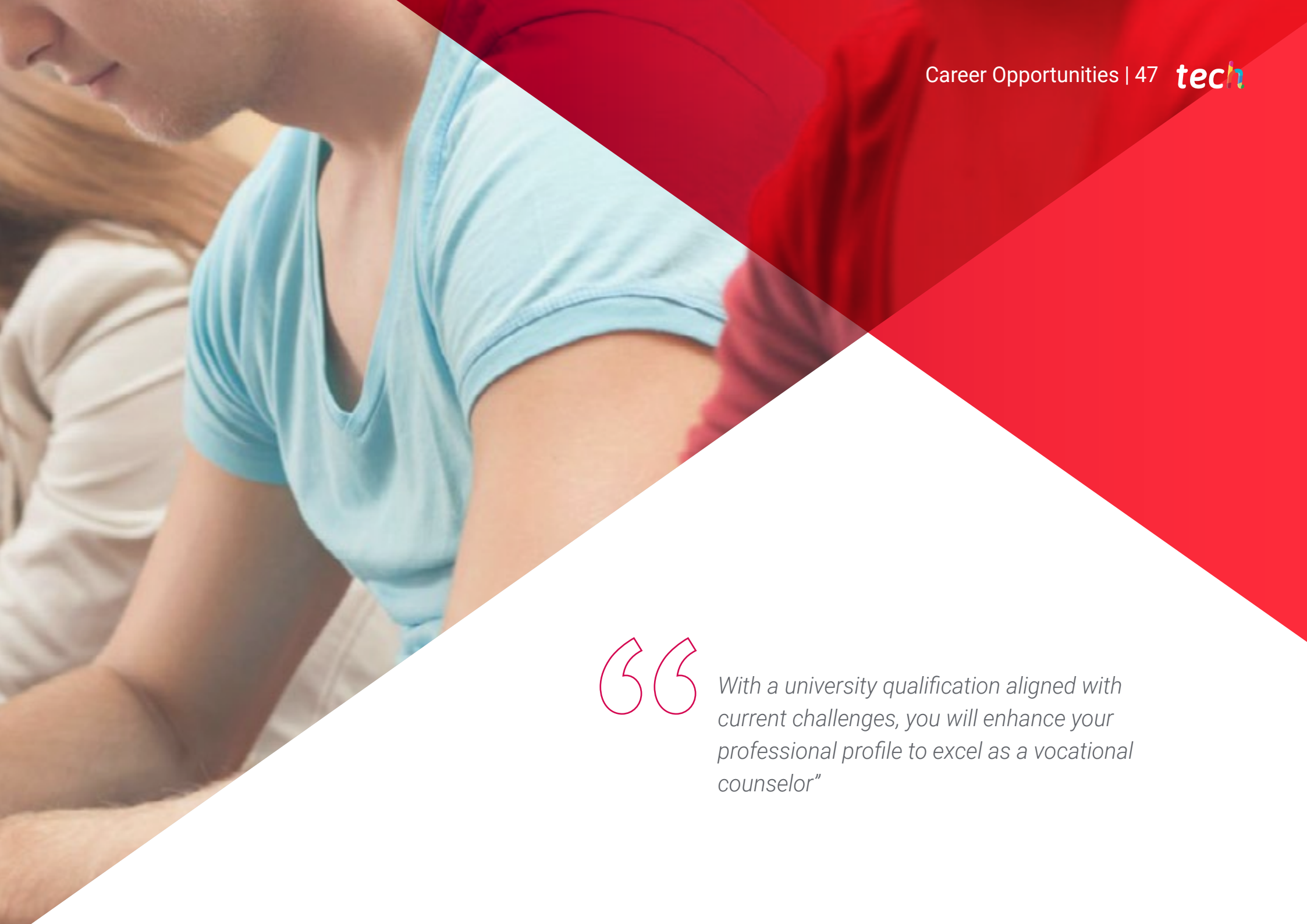
- Vocational and Career Guidance

Boost your career path with holistic teaching, allowing you to advance both theoretically and practically"

07

Career Opportunities

In addition to enriching the decision-making process, this Hybrid Master's Degree will foster the development of competencies applicable in various professional fields. On one hand, it will open the door to roles such as career counselor, advisor in educational centers, or consultant in employability processes. On the other hand, it will strengthen key skills for intervening in guidance programs in academic institutions, community spaces, and human resources departments. Through an integrative approach, a solid professional projection will be established, capable of responding to the contemporary challenges of the labor market and guiding others in discovering their occupational purpose.



With a university qualification aligned with current challenges, you will enhance your professional profile to excel as a vocational counselor"

Graduate Profile

The graduate will integrate updated knowledge in Career Guidance, alongside advanced skills to interpret changing contexts and support key decisions. Furthermore, they will be able to design personalized pathways, apply innovative methodologies, and use technological resources with sound judgment. Additionally, they will master strategies to address diversity, facilitate self-awareness processes, and promote autonomy in life projects. In this way, they will be prepared to intervene with clarity, adaptability, and ethical sense in various educational, work, or community settings, effectively responding to the emerging challenges in guidance within the current sector.

Your path to excellence begins at TECH, where you will acquire advanced knowledge and specialized strategies to excel in Career Guidance.

- **Critical Thinking:** analyzing situations, questioning assumptions, and making informed decisions. This skill allows for evaluating different alternatives objectively, promoting more reflective and personalized guidance processes.
- **Empathetic Communication:** actively listening, interpreting emotions, and expressing ideas with sensitivity. It facilitates close and respectful accompaniment, essential in the advisor-advisee relationship.
- **Problem Solving:** identifying conflicts, seeking viable solutions, and acting effectively. It is key to guiding individuals in moments of indecision or vocational blockage.
- **Change Management:** transforming challenges into opportunities, fundamental in constantly evolving work and educational environments.

After completing the university program, you will be able to apply your knowledge and skills in the following positions:

1. Career Counselor: responsible for guiding individuals in identifying their interests, skills, and values to choose educational or career paths aligned with their personal profile.
2. Professional Development Advisor: responsible for supporting career planning, helping define objectives, improve competencies, and make strategic decisions to advance professionally.
3. Employability Consultant: dedicated to designing strategies to enhance job opportunities, focusing on improving resumes, interviews, and personal branding.
4. Career Guidance Program Coordinator: manager of institutional vocational guidance projects in educational centers or employment insertion spaces.
5. Career Coach: advisor in personalized sessions focused on self-awareness, decision-making, and emotional management to define and achieve professional goals.

You will work in diverse professional environments, guiding vocational choice processes with up-to-date tools and a personalized approach"

08

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

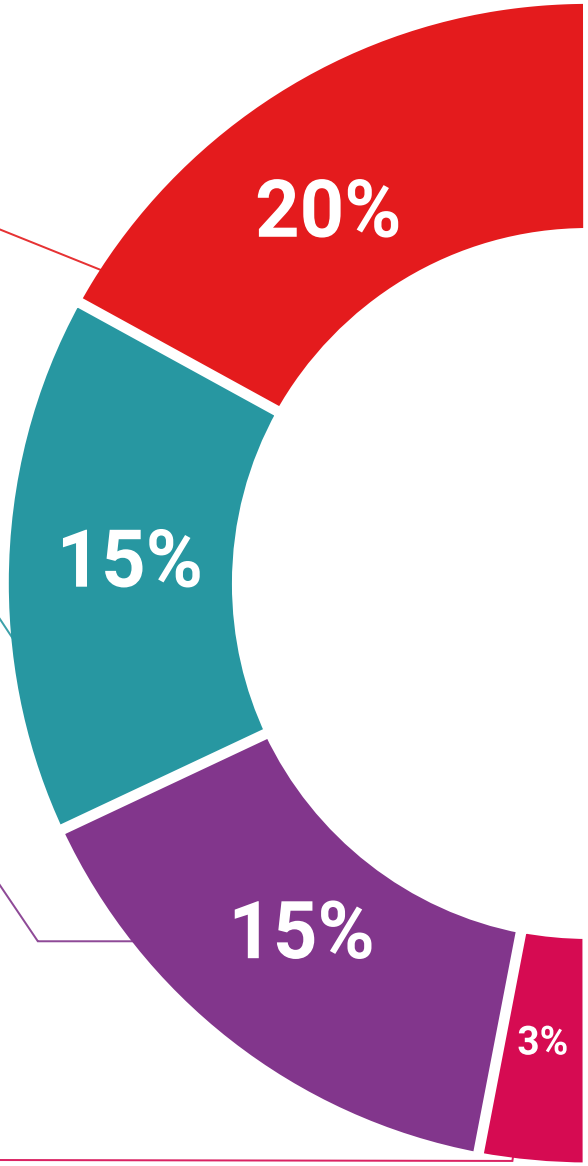
Interactive Summaries

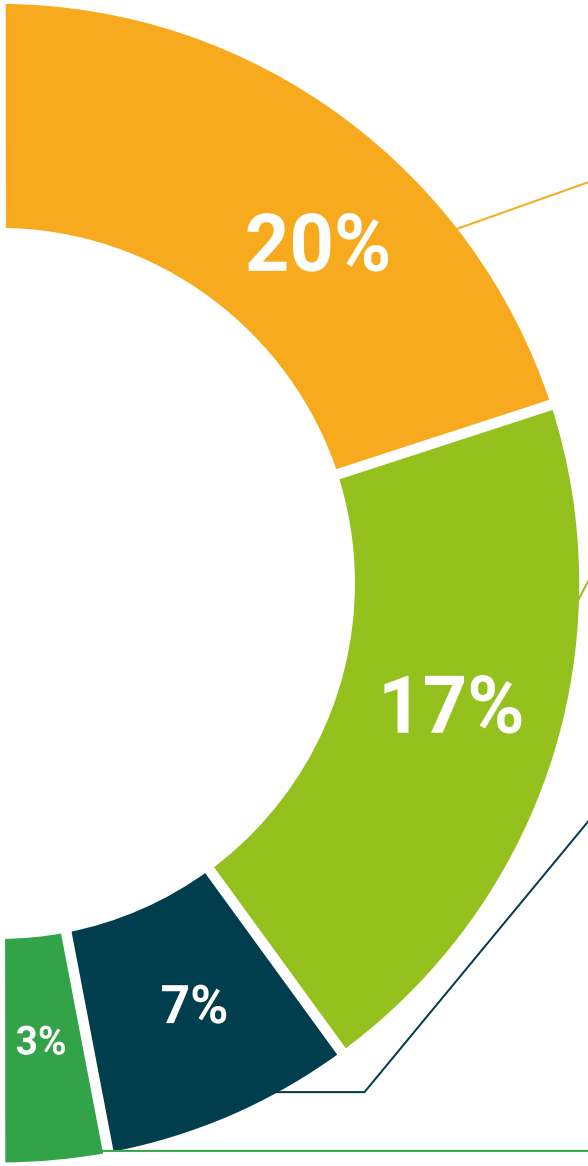
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

09

Teaching Staff

The faculty of this Hybrid Professional Master's Program is made up of experts with extensive experience in career guidance and professional development. Throughout the program, they will share updated approaches, real-life experiences, and practical tools that will enhance decision-making in diverse contexts. Additionally, they will provide close guidance, promoting critical thinking and reflective analysis. Thanks to their multidisciplinary experience, students will have access to integrative perspectives that will enrich each module. Moreover, they will foster spaces for dialogue and application, which are essential for developing a solid and adaptable view of the current challenges in Career Guidance.

The faculty team, specialized in Career Guidance and Professional Development, has designed high-quality content to help you expand your knowledge in a personalized manner"

Management

Ms. Jiménez Romero, Yolanda

- Pedagogical Advisor and External Educational Collaborator
- Academic Coordinator of Online University Campus
- Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities
- Creation of INTEF Educational Contents in the Ministry of Education and Science
- Degree in Primary Education with a specialization in English
- Psychopedagogue by the International University of Valencia
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Teachers

Ms. García Camarena, Carmen

- Psychologist Expert in RR. HR and Job Orientation
- Manager at Step by Step
- Employment and Development Manager at McDonald's Corporation
- HR Manager at Industrias Cárnicas Tello
- Bachelor's Degree in Psychology from the University of Salamanca
- Professional Master's Degree in HR and Group Techniques

Mr. Maroto, José María

- Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership
- Professor Specializing in Innovation Processes and Big Data
- Postgraduate Diploma in Learning
- Speaker and Article Writer
- Computer Engineer by the Pontifical University of Comillas

Enroll now and advance in your field with a comprehensive program that will allow you to put everything you've learned into practice"

10

Certificate

The Hybrid Master's Degree in Career Guidance guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This private qualification will allow you to obtain a **Hybrid Master's Degree in Career Guidance** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

TECH is a member of:

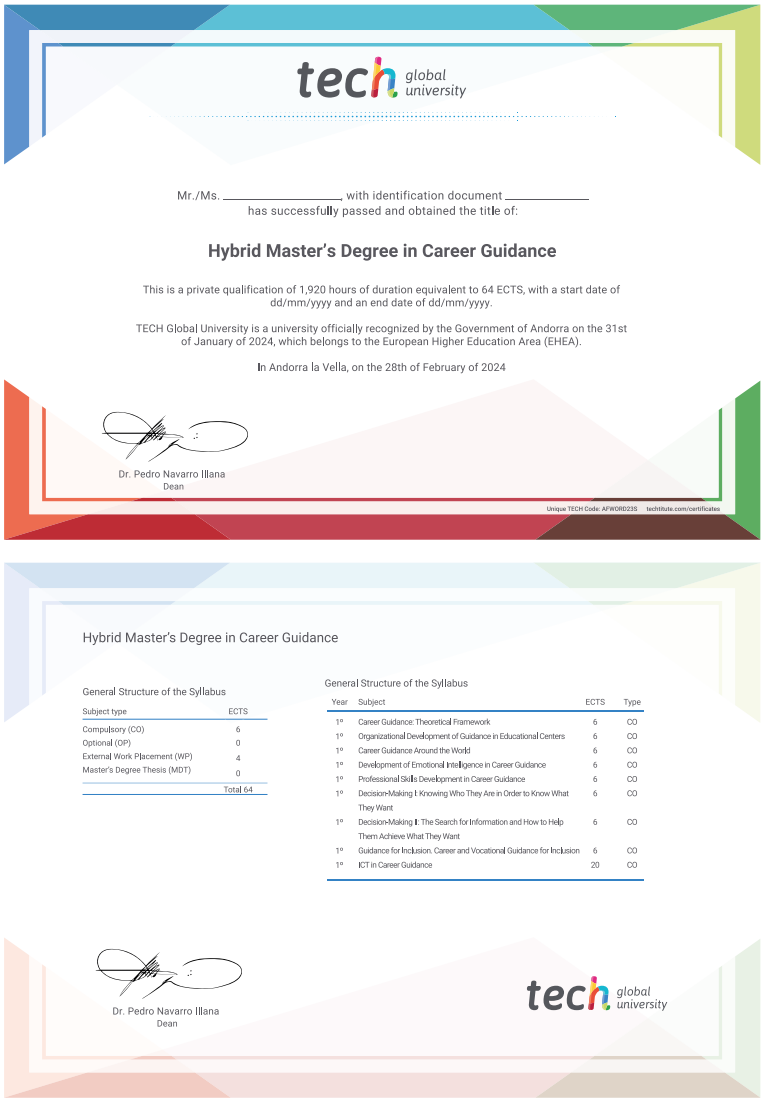
ATEE
Association for Teacher Education in Europe

Title: **Hybrid Master's Degree in Career Guidance**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months.**

Credits: **60 + 4 ECTS**



tech global university

Mr./Ms. _____ with identification document _____
has successfully passed and obtained the title of:

Hybrid Master's Degree in Career Guidance

This is a private qualification of 1,920 hours of duration equivalent to 64 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWOR023S techtitute.com/certificates

Hybrid Master's Degree in Career Guidance

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	6
Optional (OP)	0
External Work Placement (WP)	4
Master's Degree Thesis (MDT)	0
Total 64	

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Career Guidance: Theoretical Framework	6	CO
1º	Organizational Development of Guidance in Educational Centers	6	CO
1º	Career Guidance Around the World	6	CO
1º	Development of Emotional Intelligence in Career Guidance	6	CO
1º	Professional Skills Development in Career Guidance	6	CO
1º	Decision-Making I: Knowing Who They Are in Order to Know What They Want	6	CO
1º	Decision-Making II: The Search for Information and How to Help Them Achieve What They Want	6	CO
1º	Guidance for Inclusion. Career and Vocational Guidance for Inclusion	6	CO
1º	ICT in Career Guidance	20	CO

Dr. Pedro Navarro Illana
Dean

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

tech global university

Hybrid Master's Degree

Career Guidance

Modality: **Hybrid (Online + Internship)**
Duration: **12 months.**
Certificate: **TECH Global University**
Credits: **60 + 4 ECTS**

Hybrid Master's Degree
Career Guidance

Association for Teacher Education in Europe

ATEE
Association for Teacher Education in Europe

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