

# Postgraduate Certificate Career Guidance for Inclusion





## Postgraduate Certificate

### Career Guidance for Inclusion

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-certificate/career-guidance-inclusion](http://www.techtute.com/us/education/postgraduate-certificate/career-guidance-inclusion)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 20*

06

Certificate

---

*p. 28*

01

# Introduction

One of the most important tasks of the professional involved in career guidance is the work in the area of inclusion. It is a priority to be aware of the most innovative ways that exist in order to provide the students who require them with a broader vision of the real possibilities of integration into the labor market. This program is the most complete tool in this field, with TECH quality.





“

*A specific Postgraduate Certificate to turn your intervention as a professional counselor with students with special difficulties into a high value work"*

The purpose of vocational guidance is to orient students or career aspirants to make the decision of which career path to follow. In this aspect, the functionality of this model seeks equality and to point out the most viable paths for the different personalities that exist.

For this reason, this course seeks to identify the resources and tools necessary to carry out guidance in the field of integration. The student will acquire new classroom skills and a new perspective on how to approach counseling. The resources that the professionals will find in this Postgraduate Certificate will allow them to obtain better results in the medium and long term both in the vocational decision and in the preparation for the working life of their students.

Both the activities proposed and the innovative approaches to guidance that you will encounter will enable the student to improve their professional skills and the results of their department in the center.

This program helps professionals in this field to increase their ability to succeed, which results in better praxis and performance that will have a direct impact on educational outcomes, on the improvement of the educational system and on the social benefit for the whole community.

This **Postgraduate Certificate in Career Guidance for Inclusion** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of 100 practical cases presented by experts in Career Guidance for Inclusion
- ♦ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential
- ♦ New developments and innovations in different fields of work
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Special emphasis on cutting-edge methodologies
- ♦ 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



*An educational program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively”*

“

*Give a boost to your competitiveness with this Postgraduate Certificate and place yourself at the top of the labor market”*

*A specific form of work of notable interest in the model of education and inclusive society of the future.*

*This Certificate marks the difference between a professional with a lot of knowledge, and a professional who knows how to apply it in their daily practice.*

It includes, in its teaching staff, professionals who bring to this training the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program designed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

# Objectives

Program objectives have been set as a guide for the development of all training, with the clear mission of offering the student a very intensive specialization that will really boost his or her professional progression. A journey of personal growth that will lead you to the highest quality in your intervention.





“

*A complete Postgraduate Certificate, which will allow you to learn how to work with vocational and professional guidance in the field of inclusion, with success and confidence”*



## General Objectives

---

- ♦ Acquire the necessary knowledge to act as a support for students' decision making regarding their vocation and vocational orientation
- ♦ Act in an adjusted way in the different personal contexts of the students
- ♦ Know the most effective and useful guidance strategies





## Specific Objectives

---

- Create guidance processes without discriminating students
- Be clear that the different professions do not discriminate on the basis of gender, ethnicity or religion, which generates inclusion

“

*A high intensity Postgraduate Certificate that will train you in a confident and complete way”*

03

# Course Management

The program includes in its teaching staff reference specialists in career guidance for inclusion, who bring to this training the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



“

*Learn from reference professionals, the latest advances in procedures in the field of Career Guidance for Inclusion"*

## Management



### Ms. Jiménez Romero, Yolanda

- ♦ Psychopedagogue specialized in Neurolinguistics
- ♦ Educational psychologist
- ♦ Degree in Primary Education with English
- ♦ Educational psychologist
- ♦ Master's Degree in Neuropsychology of High Intellectual Abilities
- ♦ Master's Degree in Emotional Intelligence
- ♦ Specialized Teacher in High Intellectual Ability
- ♦ Co-director, Author and Teacher in Different University Educational Projects

## Professors

### Ms. García Camarena, Carmen

- ♦ Manager of Step by Step, a vocational guidance company for all professional stages
- ♦ Psychologist and Master in Business Administration, CAP at the Alfonso X el Sabio University
- ♦ Specialization in FOL and Master in HR and group techniques
- ♦ Creator of a Methodology Adapted to High School Stages

### Mr. Maroto, José María

- ♦ Computer Engineer
- ♦ Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership
- ♦ Professor specialized in Innovation and Big Data processes
- ♦ Expert in learning, lecturer and writer of articles and publications related to his areas of expertise



# 04

# Structure and Content

The contents of this comprehensive training program have been developed by the sector's most competent professionals, with a high quality criterion at every stage of the course. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.







“

*An intensively structured educational approach, in such a way that you achieve your learning goals consistently and effectively”*

## Module 1. Guidance for Inclusion Vocational and Professional Guidance for Inclusion

- 1.1. Theoretical Framework: The Concept of Diversity, Inclusion and Inclusive Guidance
  - 1.1.1. From Special Education to Diversity Care
  - 1.1.2. From Attention to Diversity to Inclusive Education
  - 1.1.3. Attention to Diversity within the Framework of the European Union
  - 1.1.4. Concept of Diversity from an Employability Perspective
  - 1.1.5. Concept of Educational and Labor Inclusion
  - 1.1.6. Educational Legislation with Respect to Educational Inclusion
  - 1.1.7. Inclusive Guidance, a Lifelong Process
  - 1.1.8. Inclusive Guidance, School, Work and the Environment
  - 1.1.9. Inclusive Guidance, Differentiated Needs
  - 1.1.10. Keys to an Inclusive Guidance
- 1.2. Knowledge of the Different Diversity Profiles for Guidance
  - 1.2.1. The Educational Response to Diversity
  - 1.2.2. Curricular Adaptations for Obtaining the Compulsory High School Diploma
  - 1.2.3. Understanding the Diversity of Cognitive, Emotional and Affective Processes on which Learning is Based
  - 1.2.4. Diversity and Educational Inclusion Plan
  - 1.2.5. Students with Attention Deficit and Hyperactivity Disorder
  - 1.2.6. Students with Autism Spectrum Disorder
  - 1.2.7. Students with Learning Difficulties (Dyslexia, Dysorthography, etc.)
  - 1.2.8. Students with Intellectual Disabilities
  - 1.2.9. Students with Mental Disorders
  - 1.2.10. Students with Sensory Disabilities
- 1.3. Functional Diversity as Seen from its Potential
  - 1.3.1. Definition of Functional Diversity
  - 1.3.2. Types of Functional Diversity
  - 1.3.3. Identity and Intellectual Functional Diversity
  - 1.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity
  - 1.3.5. Socio-Occupational Training of Students with Functional Diversity
  - 1.3.6. The Role of Vocational Training in the Social and Labor Inclusion of Young People with Intellectual Functional Diversity
  - 1.3.7. Indicators to Identify the Potential of People with Functional Diversity
  - 1.3.8. Labor Inclusion of People with Functional Diversity
  - 1.3.9. Professional Guidance for Students with Functional Diversity in High School
  - 1.3.10. Professional Guidance for Students with Functional Diversity in University
- 1.4. General Actions in Vocational Guidance for Students with Different Difficulties: ADHD, ASD, Dyslexia, etc
  - 1.4.1. Pre-Vocational Initiation
  - 1.4.2. Vocational Decision and Involvement
  - 1.4.3. Vocational Decision Processes
  - 1.4.4. Difficulty and Pressure
  - 1.4.5. Professional Counseling
  - 1.4.6. Market Knowledge
  - 1.4.7. Decision-Making Strategies
  - 1.4.8. Facilitating Self-Awareness and the Ability to Make Choices
  - 1.4.9. Provide Information to Trainee and Families
  - 1.4.10. Encourage Personal Interests
- 1.5. Tools for Inclusive Guidance
  - 1.5.1. How to Guide People with Learning Difficulties?
  - 1.5.2. Professional Guidance for People with Specific Educational Support Needs (ASD, ADHD, Dyslexia, etc.)
  - 1.5.3. Professional Guidance for People with Intellectual Functional Diversity
  - 1.5.4. Professional Guidance for People with Sensory Functional Diversity
  - 1.5.5. Professional Guidance for People in Conditions of Social Vulnerability
  - 1.5.6. Professional Guidance for People with Mental Disorders
  - 1.5.7. Curriculum Development in Response to Diversity
  - 1.5.8. The Job Interview for People with Functional Diversity
  - 1.5.9. Professional Fields
  - 1.5.10. Vocational Groups

- 1.6. Educational Offers and Educational and Professional Itineraries, Taking Diversity into Account
  - 1.6.1. Educational and Vocational Pathways to Guide People with Difficulty
  - 1.6.2. Programs for Learning and Performance Enhancement
  - 1.6.3. Reinforcement Programs in High School
  - 1.6.4. Basic Vocational Training
  - 1.6.5. Basic Vocational Training in Special Education
  - 1.6.6. Professional Qualification Programs
  - 1.6.7. Youth Guarantee Programs
  - 1.6.8. Occupational Training for People with Functional Diversity
  - 1.6.9. Special Employment Center
  - 1.6.10. Occupational Center
- 1.7. Diversity Professional Guidance Program in High School
  - 1.7.1. Needs Assessment
  - 1.7.2. Program Rationale
  - 1.7.3. Program Objectives
  - 1.7.4. Program Contents
  - 1.7.5. Program Methodology
  - 1.7.6. Program Resources
  - 1.7.7. Program Timing
  - 1.7.8. Program Assessment
  - 1.7.9. Program Application
  - 1.7.10. Program Summary
- 1.8. Job Search Program: Customized Employment for People with Functional Diversity
  - 1.8.1. Customized Employment Concept
  - 1.8.2. Customized Employment, the Evolution of Supported Employment
  - 1.8.3. Labor Market
  - 1.8.4. Guidance and Job Search Resources
  - 1.8.5. Internet Employment
  - 1.8.6. Job Skills
  - 1.8.7. Social Skills
  - 1.8.8. Planning Skills
  - 1.8.9. Special Employment Centers
  - 1.8.10. The Role of the Companies
- 1.9. Occupational Training Itineraries for Attention to Diversity
  - 1.9.1. Unemployment of People with Disabilities
  - 1.9.2. Vocational Training for Employment
  - 1.9.3. Employment Workshops
  - 1.9.4. Labor Market Integration of People with Disabilities
  - 1.9.5. Labor Qualification of People with Disabilities
  - 1.9.6. Occupational Integration Services
  - 1.9.7. Pre-Job Training
  - 1.9.8. Ongoing Training
  - 1.9.9. Occupational Distance Training
  - 1.9.10. Public Employment Services that Cater to Diversity
- 1.10. Case Studies. Case Study: Professional Guidance Program for a Student with ADHD and/or ASD
  - 1.10.1. ASD Student
  - 1.10.2. Educational Experience
  - 1.10.3. Academic Guidance
  - 1.10.4. Professional Guidance
  - 1.10.5. Job Placement
  - 1.10.6. Occupational and Ongoing Training
  - 1.10.7. Student with ADHD
  - 1.10.8. Educational Experience
  - 1.10.9. Academic Guidance
  - 1.10.10. Professional Guidance
  - 1.10.11. Job Placement
  - 1.10.12. Occupational and Ongoing Training



*A unique, key, and decisive educational experience to boost your professional development”*

05

# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



A hand is pointing towards a chalkboard in the background. The chalkboard has some faint white markings, possibly a diagram or text. The background is split into a teal and a red section by a diagonal line.

“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.



## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have prepared more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*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.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise. These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



**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 in 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.



06

# Certificate

The Postgraduate Certificate in Career Guidance for Inclusion guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



“

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

This program will allow you to obtain your **Postgraduate Certificate in Career Guidance for Inclusion** 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** title 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.

Title: **Postgraduate Certificate in Career Guidance for Inclusion**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom

**tech** global  
university

Postgraduate Certificate

Career Guidance  
for Inclusion

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate

## Career Guidance for Inclusion