

Postgraduate Diploma

Career Guidance in Vocational Training





Postgraduate Diploma Career Guidance in Vocational Training

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-career-guidance-vocational-training

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Study Methodology

p. 24

06

Certificate

p. 34

01

Introduction

The support of the psychologist in the transcendental moment of the decision about the professional career is one of the most delicate moments in the work of the guidance department. This program has been created to enable professionals in the process of addressing the labor market to students from a realistic, stimulating and accessible perspective that allows them to direct their efforts towards adjusted and clear goals through the work of highly qualified and up-to-date professionals in this matter.



“

Incorporate the most up-to-date knowledge in the area of Career Guidance in Vocational Training thanks to this very complete program”

TECH proposes a different and effective model to help in the pre-university stages, based on experience with a large sample of adolescents and that in a simple way can be implemented with guarantees.

This Postgraduate Diploma is aimed at active High School teachers, professionals, counselors, and postgraduates in Psychology or Psychopedagogy who want to delve into this field.

The design of this program will allow professionals to acquire different approaches and models of guidance, as well as techniques and skills of positive intervention. The resources that the professionals will find in the Postgraduate Diploma 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 proposed activities and the innovative approaches to guidance that you will find will allow students to improve their professional skills and the results of their department in any educational entity.

This program enables professionals in this field to increase their capacity for success, which will result in a better practice and performance that will have a direct impact on educational treatment, on the improvement of the educational system and on the social benefit for society as a whole.

This **Postgraduate Diploma in Career Guidance in Vocational Training** contains the most complete and up-to-date scientific program on the market. The most important features are:

- ◆ The development of 100 case studies presented by experts in Career Guidance in Vocational Training for Teachers
- ◆ The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential
- ◆ New developments and innovations in the different fields
- ◆ 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



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

“

This Postgraduate Diploma marks the difference between a professional with a lot of knowledge and a professional who knows how to apply it the daily practice”

It includes a very broad teaching staff of professionals who bring their work experience to this program, 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, where the student must try to solve the different professional practice situations that arise during the course. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

Advance your professional skills by acquiring new forms of intervention in this field.

You will have 24-hour access to the Virtual Campus, so you will be able to access the program to review its content and revise it if necessary.



02

Objectives

TECH's main objective for this program is to provide up-to-date and effective information regarding psychological intervention processes for students' Career Guidance in Vocational Training. To this extent, the objectives of the program are to improve the qualities of professionals for a correct practice in any entity or educational center. So that, after the development of this program, the professional will be able to face any challenge that the field proposes.



“

Learn how to guide your students in the difficult moment of deciding where to direct their professional future and become the guide they need”



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



Add new skills to your CV and become a high-value professional for any educational institution"





Specific Objectives

Module 1. Career Guidance: Theoretical Framework

- ◆ Give a new vision of professional and vocational guidance focused on the individual
- ◆ Define the evaluative methods that serve for vocational guidance
- ◆ Develop new evaluative guides for career guidance

Module 2. Vocational and Career Guidance in the World

- ◆ Enhance the role of the guidance counselor as a facilitator of the transition to the current labor market
- ◆ Awaken in the student the sensibility towards a new guidance model based on successful cases both in organizational aspects and classroom implementation
- ◆ Give recommendations to the student after having spent time with them for a certain period of time in the classroom

Module 3. Career Guidance in Vocational Training

- ◆ Identify the professional opportunities for each vocation
- ◆ Plan the possible paths to follow after the completion of the degrees of the different professions

03

Course Management

The program includes in its teaching staff reference specialists in Career Guidance in Vocational Training, who bring to this qualification their work experience. 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 in Vocational Training”

Management



Ms. Jiménez Romero, Yolanda

- ◆ Pedagogical advisor and External Educational Collaborator
- ◆ Academic Coordinator Online University in Campus
- ◆ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ◆ Creation of INTEF Educational Content at the Ministry of Education and Science
- ◆ Degree in Primary Education, English specialization
- ◆ Psychopedagogue from the International University of Valencia
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ *Master's Degree in Emotional Intelligence Specialist in NLP Practitioner*

Professors

Ms. García Camarena, Carmen

- ◆ Psychologist Expert in HR and Career Guidance
- ◆ Manager at Step by Step
- ◆ Employment and Development Manager at McDonald's Corporation
- ◆ HR Manager at Industrias Cárnicas Tello
- ◆ 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
- ◆ Learning Expert, Lecturer and Article Writer
- ◆ Computer Engineer by the Pontifical University of Comillas



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. Vocational and Career Guidance: Theoretical Framework

- 1.1. Historical Development of Professional and 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 Career 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. Vocational 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. Brief Review of Legislation
 - 1.5.2. Current Situation
 - 1.5.3. Career Guidance in High School from the Perspective of Parents and Guidance Counselors
 - 1.5.4. High School Itineraries
 - 1.5.5. Gender and Guidance in High School
 - 1.5.6. Equity and Guidance in High School
 - 1.5.7. Self-Guidance
 - 1.5.8. The Role of the Counselor in High School
 - 1.5.9. The Role of the Family in High School
 - 1.5.10. Future Perspectives
- 1.6. Career Guidance in High School
 - 1.6.1. Brief Review of Legislation
 - 1.6.2. Current Situation
 - 1.6.3. Social Baccalaureate Itinerary
 - 1.6.4. Humanities Itinerary
 - 1.6.5. Artistic Itinerary
 - 1.6.6. Scientific Itinerary
 - 1.6.7. Role of the Guidance and Family Department
 - 1.6.8. Influence of the Media
 - 1.6.9. Vocational Maturity
 - 1.6.10. Transit to University

- 1.7. Labor Integration in Young People. Intervention Models
 - 1.7.1. Labor Integration of Young People from a Historical Perspective
 - 1.7.2. Current Situation
 - 1.7.3. Integral Nature of Employment Guidance
 - 1.7.4. Coordination of Institutions
 - 1.7.5. Intervention Program for University Students
 - 1.7.6. Intervention Program for Young People with Training not Adapted to the Labor Market
 - 1.7.7. Intervention Program for Young People with Integration Difficulties
 - 1.7.8. Gender and Socioeconomic Variables in First Employment
 - 1.7.9. Employability Strategies
 - 1.7.10. Future Perspectives
- 1.8. The Current Labor Market and Its New Requirements
 - 1.8.1. Historical Evolution of the Labor Market
 - 1.8.2. Evolution of Knowledge
 - 1.8.3. Importance of Socio-Emotional Skills
 - 1.8.4. Importance of Collaborative Learning
 - 1.8.5. Importance of Continuous Learning
 - 1.8.6. The New Role of Young People in Employment
 - 1.8.7. Promotion in Work
 - 1.8.8. Precarious Employment
 - 1.8.9. Education-Labor Market Mismatches
 - 1.8.10. Mismatches between University Skills and the Labor Market
- 1.9. An Evolutionary Approach to Career Guidance
 - 1.9.1. Theoretical Framework: Ginzberg Model
 - 1.9.2. Early Childhood Stage
 - 1.9.3. Tentative Period
 - 1.9.4. Realistic Period
 - 1.9.5. Models of Transition to Working Life
 - 1.9.6. Career Development in the Business Environment
 - 1.9.7. Career Self-Development
 - 1.9.8. Professional Maturity and Outplacement
 - 1.9.9. Retirement and Career Guidance

Module 2. Vocational and Career Guidance in the World

- 2.1. Towards a Comparative View of Career Guidance around the World: Relevant Variables
 - 2.1.1. What Does a Comparative View of Career Guidance Provide?
 - 2.1.2. Location and Designation of the Guidance Service
 - 2.1.3. Guidance Service Users
 - 2.1.4. Administrative Unit and Legislative Support
 - 2.1.5. Areas of Intervention of the Guidance Professional
 - 2.1.6. Functions, Objectives and Tasks
 - 2.1.7. Professional Profiles and Previous Training
 - 2.1.8. Ratios
 - 2.1.9. Relationship with Other Services
 - 2.1.10. Other Relevant Variables
- 2.2. Countries with a Model of Guidance Services External to Educational Centers (Italy, Belgium...)
 - 2.2.1. Which Countries Maintain a Model of External Guidance Services?
 - 2.2.2. Location and Designation of the Guidance Service
 - 2.2.3. Guidance Service Users
 - 2.2.4. Administrative Unit and Legislative Support
 - 2.2.5. Areas of Intervention of the Guidance Professional
 - 2.2.6. Functions, Objectives and Tasks
 - 2.2.7. Professional Profiles and Previous Training
 - 2.2.8. Ratios
 - 2.2.9. Relationship with Other Services
 - 2.2.10. Other Relevant Variables
- 2.3. Countries with a Model of Guidance Services within Educational Institutions (Portugal, Ireland, Greece...)
 - 2.3.1. Which Countries Maintain a Model of Guidance Services within Educational Institutions?
 - 2.3.2. Location and Designation of the Guidance Service
 - 2.3.3. Guidance Service Users
 - 2.3.4. Administrative Unit and Legislative Support
 - 2.3.5. Areas of Intervention of the Guidance Professional
 - 2.3.6. Functions, Objectives and Tasks

- 2.3.7. Professional Profiles and Previous Training
- 2.3.8. Ratios
- 2.3.9. Relationship with Other Services
- 2.3.10. Other Relevant Variables
- 2.4. Countries with a Mixed Model of Guidance Services, both Inside and Outside of Educational Institutions (France, UK, Netherlands, Spain...)
 - 2.4.1. Which Countries Maintain a Mixed Model of Guidance Services?
 - 2.4.2. Location and Designation of the Guidance Service
 - 2.4.3. Guidance Service Users
 - 2.4.4. Administrative Unit and Legislative Support
 - 2.4.5. Areas of Intervention of the Guidance Professional
 - 2.4.6. Functions, Objectives and Tasks
 - 2.4.7. Professional Profiles and Previous Training
 - 2.4.8. Ratios
 - 2.4.9. Relationship with Other Services
 - 2.4.10. Other Relevant Variables
- 2.5. The IAEVG (International Association for Educational and Vocational Guidance) Model
 - 2.5.1. The International Association for Educational and Career Guidance: Origin, Purpose and Mission
 - 2.5.2. International Competencies for Guidance Professionals
 - 2.5.3. Core Competencies of Guidance Professionals in the IAEVG model
 - 2.5.4. IAEVGIA Specialized Competencies (I): Diagnosis
 - 2.5.5. IAEVGIA Specialized Competencies (II): Educational Guidance
 - 2.5.6. IAEVGIA Specialized Competencies (III): Career Development
 - 2.5.7. IAEVGIA Specialized Competencies (IV): Counseling
 - 2.5.8. IAEVGIA Specialized Competencies (V): Information
 - 2.5.9. IAEVGIA Specialized Competencies (VI): Consultation
 - 2.5.10. IAEVGIA Specialized Competencies (VII): Research
 - 2.5.11. IAEVGIA Specialized Competencies (VIII): Program and Service Management
 - 2.5.12. IAEVGIA Specialized Competencies (IX): Community Development
 - 2.5.13. IAEVGIA Specialized Competencies (X): Employment
 - 2.5.14. IAEVGIA Ethical Standards
- 2.6. The ASCA (American Association for School Counseling) Model in the U.S. School Setting
 - 2.6.1. The ASCA National Model
 - 2.6.2. ASCA National Model School Counseling Programs
 - 2.6.3. Pillars of School Counseling in the ASCA National Model
 - 2.6.4. Application of the ASCA National Model for School Counseling
 - 2.6.5. School Counseling Management in the ASCA National Model
 - 2.6.6. Accountability in the ASCA National Model
 - 2.6.7. Some ASCA National Model Templates
 - 2.6.8. Recognized ASCA Model Program (RAMP)
 - 2.6.9. ASCA Ethical Standards
 - 2.6.10. ASCA Empirical Studies on School Counseling Effectiveness
- 2.7. The Competency Model of the Counselor from Chile
 - 2.7.1. Towards a Model of Competencies and Standards for Guidance Counselors in Chile (MINEDUC 2010)
 - 2.7.2. Generic Competencies for Counselors (I): Communication
 - 2.7.3. Generic Competencies for Counselors (II): Teamwork
 - 2.7.4. Generic Competencies for Counselors (III): Ability to Plan and Organize
 - 2.7.5. Generic Competencies for Counselors (IV): Innovation and Creativity
 - 2.7.6. Generic Competencies for Counselors (V): Commitment to Continuous Learning
 - 2.7.7. A Map of ICT Competencies for Counselors in Chile (I): Pedagogical Dimension
 - 2.7.8. A Map of ICT Competencies for Counselors in Chile (II): Technical Dimension
 - 2.7.9. A Map of ICT Competencies for Counselors in Chile (III): Management Dimension
 - 2.7.10. A Map of ICT Competencies for Counselors in Chile (IV): Social, Ethical and Legal Dimension
 - 2.7.11. A Map of ICT Competencies for Counselors in Chile (V): Dimension of Professional Development and Responsibility
- 2.8. The Bertelsmann Foundation's Model for Coordinated Career Guidance
 - 2.8.1. Leitfaden Berufsorientierung: Guidelines for Career Guidance of the Bertelsmann Foundation
 - 2.8.2. Objectives and Principles of Coordinated Career Guidance: for Youth Employment

- 2.8.3. Quality Management System for Career Guidance Coordinated from the School Setting
- 2.8.4. Professional Guidance Planning in the School Setting
- 2.8.5. Application for Professional Guidance in the School Environment
- 2.8.6. Main Dimensions of Quality for the Organization of Career Guidance Actions
- 2.8.7. How to Professionally Guide Children
- 2.8.8. The Teacher as an Ally in Professional Guidance
- 2.8.9. Support for Dual Vocational Education
- 2.8.10. For Youth Employment: Present and Future
- 2.8.11. Recognition and Impact of Bertelsmann Foundation's Coordinated Career Guidance Model
- 2.9. Ratios of Users per Professional in the World: The Demand of 1:250
 - 2.9.1. Is the Ratio of Users served by a Counselor so Relevant?
 - 2.9.2. Some International Data on the Ratio of Users per Counselor
 - 2.9.3. Some of Spain Data on the Ratio of Users per Counselor
 - 2.9.4. 1:250: The Demand for 1 Counselor for every 250 Students
 - 2.9.5. Some Initiatives to Reclaim the 1:250 Ratio
 - 2.9.6. Relationship of the Ratio to other Relevant Variables in Guidance
 - 2.9.7. Organizational Models of Guidance and Recommended Ratio
 - 2.9.8. When the Ratio is Excessive: The Case of the Elastic Counselor
 - 2.9.9. Elastic Counselor Responses (I): Priority Lines of Action
 - 2.9.10. Elastic Counselor Responses (II): Task and Project Management
- 2.10. SWOT Analysis: Weaknesses, Threats, Strengths and Opportunities of Each Guidance Model
 - 2.10.1. What is and Why Conduct a SWOT Analysis of Different Organizational Models of Guidance?
 - 2.10.2. SWOT Analysis of External Guidance Services
 - 2.10.3. SWOT Analysis of Guidance Services in Educational Centers
 - 2.10.4. SWOT Analysis of Mixed Guidance Services
 - 2.10.5. SWOT Analysis of the IAEVGEA Model
 - 2.10.6. SWOT Analysis of the ASCA Model
 - 2.10.7. SWOT Analysis of Chile's Competency Model
 - 2.10.8. SWOT Analysis of the Bertelsmann Foundation's Coordinated Career Guidance Model
 - 2.10.9. What Conclusions Can We Draw From These SWOT Analyses?
 - 2.10.10. How to Determine the Most Appropriate Organizational Model for My Situation and Context?

Module 3. Career Guidance in Vocational Training

- 3.1. The Orientation and Training Department and its Functions
 - 3.1.1. Functions Established in Current Regulations
 - 3.1.2. Functions Established in the Vocational Training Integrated Centers Regulations
 - 3.1.3. New LOMCE Subjects and Teaching Attribution
 - 3.1.4. Functions of Orientation and Training Teachers in Vocational Training Centers in the Basque Country
 - 3.1.5. Functions of Orientation and Training Teachers in Dual Vocational Training (in Some Communities)
 - 3.1.6. Origins of the Orientation and Training Department, its Separation from the Guidance Department
 - 3.1.7. Labor Exchanges and Orientation and Training Department
 - 3.1.8. The Collaboration of the Orientation and Training Department and the Guidance Department in High Schools
 - 3.1.9. The Validation of Subjects and its Impact on the Orientation and Training Department
 - 3.1.10 Requests to Educational Administrations by Orientation and Training Teachers to Change the Current Framework
- 3.2. Tutorial Action: The Tutors of Workplace Training and Vocational Training
 - 3.2.1. Functions of the Workplace Training Tutors Established in the Current Regulations
 - 3.2.2. Functions of the Vocational Training Tutors Established in the Current Regulations
 - 3.2.3. Workplace Training Face-To-Face Tutoring
 - 3.2.4. The Current Problems of the Workplace Training (Withdrawal of Financial Resources from Collaborating Companies)
 - 3.2.5. Company Recruitment and Visits Prior to the Signing of Agreements
 - 3.2.6. The Signing of Agreements and the Assignment of Internships Based on Transcript of Records or Other Criteria
 - 3.2.7. The Tutor's Follow-up of the Work Carried Out in the Company
 - 3.2.8. Training Agreements in Dual Vocational Training
 - 3.2.9. The Tutoring of Internships in Dual Vocational Training and its Problems
 - 3.2.10. The Selection of Candidates to Take Part in a Dual Vocational Training Program, Casuistry by Autonomous Community
- 3.3. The Transversal Module in all the Vocational Training Cycles called Career Guidance: Career Guidance in this module.
 - 3.3.1. The Study of the Training Cycle: Regulatory Regulations, Educational and Vocational Levels
 - 3.3.2. Identification of Training Itineraries Related to the Title of the Training Cycle

- 3.3.3. Continuing Education for the Graduate's Work and Professional Career: Assessment of its Importance
- 3.3.4. Professional Options: Definition and Analysis of the Professional Sector of the Training Cycle Title
- 3.3.5. Employers in the Sector: Public Employers, Private Employers and Possibility of Self-Employment
- 3.3.6. Process, Techniques and Tools for Job Search and Recruitment in Small, Medium and Large Companies in the Sector
- 3.3.7. System of Access to Public Employment in Positions Suitable for Cycle Graduates
- 3.3.8. Internet Resources in the Field of Guidance
- 3.3.9. Professional Career based on the Analysis of Personal Interests, Aptitudes and Motivations: Self-Knowledge and Professional Potential
- 3.3.10. Actions Most Commonly Used by Career Guidance Teachers in Schools Throughout Spain
- 3.4. The Transversal Module in Most of the Vocational Training Cycles called Business and Entrepreneurship: Career Guidance in this Module.
 - 3.4.1. The Development of Creativity and a Spirit of Innovation to Respond to Challenges in the Processes and Organization of Work and Personal Life
 - 3.4.2. Informed Decision-Making
 - 3.4.3. The Development of Leadership, Motivation, Supervision and Communication Techniques in Group Work Contexts
 - 3.4.4. Communication Strategies and Techniques
 - 3.4.5. Procedures related to the Entrepreneurial, Business and Professional Initiative Culture
 - 3.4.6. Rights and Duties as an Active Agent in Society
 - 3.4.7. The Business Project through the so-called "Business Plan"
 - 3.4.7.1. New Forms of Collaborative Economy and their Impact on Self-Employment
 - 3.4.8. Social Entrepreneurship
 - 3.4.9. Actions Most Commonly Used by Teachers of Business and Entrepreneurship in Schools Throughout Spain
- 3.5. The Career Guidance System via Employment Exchanges in Vocational Training.(Job Search)
 - 3.5.1. The System of Labor Exchanges in the University Sector
 - 3.5.2. Employment Agencies and their Linkage with Training Entities
 - 3.5.3. The Lack of "Professionalization" of the Vocational Training Labor Exchange System
 - 3.5.4. The Example of Good Web Practice: empleaFP (Implemented by FPempresa)
 - 3.5.5. Job Vacancies in Hotel Management and Tourism Schools
 - 3.5.6. Examples of Labor Exchanges that, in Addition to Intermediation, also Carry Out Career Guidance Actions
 - 3.5.7. The "Company Relations" Department that Some Centers Have to Provide a Solution to Workplace Training + Dual Vocational Training + Job Opportunities
 - 3.5.8. Open Days
 - 3.5.9. European Vocational Training Week
 - 3.5.10. Department of Information and Career Guidance of the Vocational Education and Training Integrated Centers
- 3.6. The Career Guidance System via Business Incubators in Vocational Education and Training
 - 3.6.1. The System of Business Incubators at the University Level
 - 3.6.2. Business Incubators Promoted by City Halls
 - 3.6.3. The Lack of "Professionalization" of the Business Incubator System in Vocational Training
- 3.7. The Approach to Career Guidance through the Career Guidance Module: New Trends
 - 3.7.1. Personal Brand
 - 3.7.2. Professional Social Networks
 - 3.7.3. Networking Events
 - 3.7.4. The Personal Learning Environment (MOOCs and NOOCs)
 - 3.7.5. The Personal Learning Network (Groups in Social Media)
 - 3.7.6. Professional Communities in the Network
 - 3.7.7. Serious Games and Game-Based Selection Dynamics
 - 3.7.8. The Personal Web (Positioning and References)
 - 3.7.9. The Portfolio of Completed Projects
 - 3.7.10. YouTube or the Resizing of the Video-CV
- 3.8. Transition to Adult Life Thanks to the Career Guidance Module: Practical Examples (Attention to People at Risk of Social Exclusion)
 - 3.8.1. The Phenomenon of Long-Term Unemployment and Vocational Training
 - 3.8.2. Disadvantaged Groups and their Integration through Basic Vocational Training
 - 3.8.3. Dropping Out of School and Returning to the Classroom through Intermediate Vocational Training



- 3.8.4. The Career Guidance Module as an Aid to Social Integration
- 3.8.5. The Career Guidance Module and Employment of People with Disabilities
- 3.8.6. The Career Guidance Module and Bridging the Gender Gap
- 3.8.7. The Work of Vocational Family Departments in Social Integration
- 3.8.8. Collaboration between the Guidance Department and the Career Guidance Department in Vocational Education and Training Dissemination Activities (European VET Week)
- 3.9. The Promotion of Entrepreneurship in Vocational Training: The Business and Entrepreneurship Module, New Trends
 - 3.9.1. Lean Startup in Entrepreneurial Education
 - 3.9.2. Design Thinking Techniques Applied to the Business and Entrepreneurship Module
 - 3.9.2.1. Public Initiative Entrepreneurship Programs
 - 3.9.3. Private Initiative Entrepreneurship Programs
 - 3.9.4. The SELFIE Entrepreneur Project
 - 3.9.5. The Initiation to the Entrepreneurial and Business Activity Elective and its Link to Financial Education
 - 3.9.6. The Integration of Business and Entrepreneurship with Other Modules, the Example of the Methodological Use of SCRUM (Giner de los Ríos Prize)
 - 3.9.7. The Elevator Pitch and its Importance in Entrepreneurship
 - 3.9.8. Storytelling. Video Editing Techniques
 - 3.9.9. Tools for Project Prototyping
- 3.10. Soft Skills through the Career Guidance and Business and Entrepreneurship Modules
 - 3.10.1. The Vocational Training Module and the Contents Related to Soft Skills. (Background in the Missing Relationships in the Work Environment Module)
 - 3.10.2. Communication, Leadership, Negotiation and Teamwork as Essential Contents in the Vocational Education and Training Module
 - 3.10.3. Coaching as an Ally of the Career Guidance Module
 - 3.10.4. Digital Skills through the Career Guidance Module
 - 3.10.5. Learning and Employment Opportunities in Europe
 - 3.10.6. Training for the Selection Process for Career Guidance Teachers
 - 3.10.7. The Didactic Use of Recommended Readings to Work on Skills and Attitudes in the Career Guidance Module
 - 3.10.8. Film and Career Guidance, a Very Useful Relationship for Working on Emotional Skills
 - 3.10.9. The IBERICUS Project, a National Alternative to Erasmus
 - 3.10.10. Entrepreneurship Contests and their Impact on Students

05

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 quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, 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.



06

Certificate

The Postgraduate Diploma in Career Guidance in Vocational Training guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 **Postgraduate Diploma in Career Guidance in Vocational Training** 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.

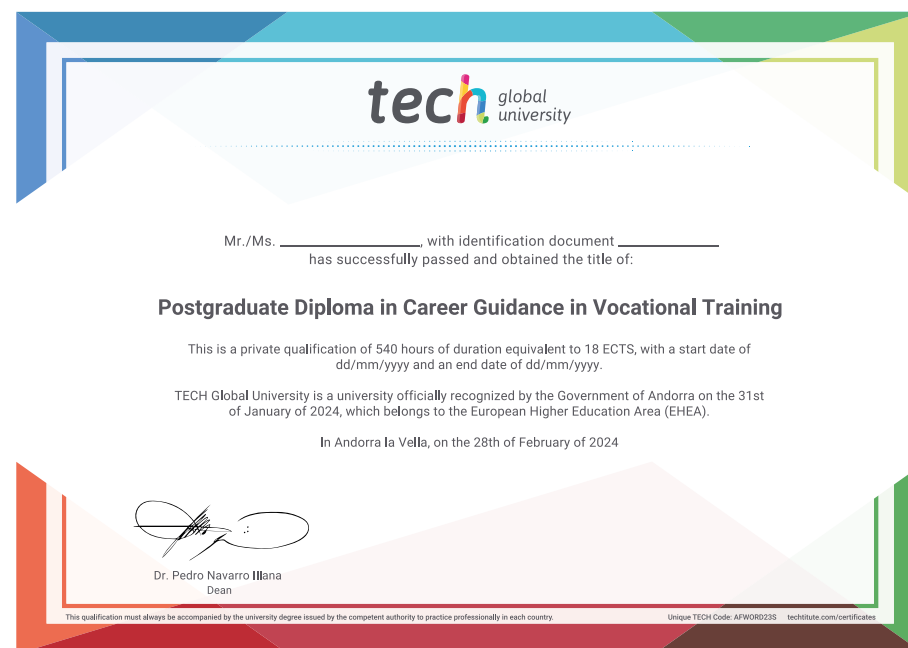
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Career Guidance in Vocational Training**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



*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.

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



Postgraduate Diploma Career Guidance in Vocational Training

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Career Guidance in Vocational Training