The Bachelor program in Study and career guidance

Ola Tostrup
September 2015
Malmö vs Varberg
A brief Alumni-picture
(student’s graduated 2015)

WHERE and WHAT?
<table>
<thead>
<tr>
<th>Where?</th>
<th>What?</th>
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<tbody>
<tr>
<td>Sigtuna community</td>
<td>Guidance counsellor ”Youth action”</td>
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<tr>
<td>Gislaved compulsory school</td>
<td>Municipal activity responsibility</td>
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<td></td>
<td>16-25-year.</td>
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<td>Support/career choices, jobsearch</td>
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<td></td>
<td>– methods, tools.</td>
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<td>Guidance counsellor ”Thanks for a rewarding programme!”</td>
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<td>Where?</td>
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<tr>
<td>Arbetslivsresurs Malmö</td>
<td>”Guidance counselling and jobconsultant” Support, matching and coaching ”I have a lot of use of what I was tought in the programme!”</td>
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<tr>
<td>Miroi Jönköping</td>
<td>Support and matching ”I had several other opportunities”</td>
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<td>Where?</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Kompetenscentrum Department og guidance counselling Kungsbacka</td>
<td>Guidance counselling/youth people + LVU-placed girls</td>
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<td>Guidance and preparation for work and job-trainee</td>
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<td>”I find the program sooo useful and – three years of personal</td>
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<td>development”</td>
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Where?

Municipal adult education
Göteborgs stad

Municipal adult education
Jönköping

What?

Guidance counsellor
Permanently employment

Guidance counsellor
”Temporary post with good chances becoming permanent”
Where?

ABC-kraften
(supplier to AF)

Gymnasieskolan
Halmstad

What?

Guidance counselling for newly arrived people in Sweden

Guidance counselling - Temporary post

”I applied for 11 services and was invited to three interviews”

”Think I have good opportunities to continue within the community”
### Where?

- Municipal adult education in Svenljunga

### What?

- Guidance counsellor
- Permanently employment

"I applied for three services and was offered all three of them"

"Say hello to all the new student and tell them that this is a really great program, even though you have to struggle and get to know yourself in a new way"
<table>
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<th>Where?</th>
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<tbody>
<tr>
<td>Upper secondary school</td>
<td>Guidance counsellor</td>
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<tr>
<td>Introduction program</td>
<td>Permanently employment</td>
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<td>For newly arrived 16-19 years old.</td>
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<td>Introduction to the swedish society and labour market</td>
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<td>”I applied for four services and were offered two”</td>
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<td>Where?</td>
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<tr>
<td>Upper secondary school Halmstad</td>
<td>Temporary post which might be extended</td>
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<td>The technical, plumbing, vehicle and industrial programs</td>
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<td>”We are 6-7 from SYV12 who has got employment in Halmstad/Laholm”</td>
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<td>Where?</td>
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<td>The career guidance center in Varberg</td>
<td>Guidance counselling for people in the community from age 20</td>
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"I see the future as positive. I see different types of job ads shown all the time."
Compulsory school 
Nässjö

Guidance counsellor
”I had my trainee job-placement here the second year and did not think then that the period should be that important for job opportunities”

”The community has also started a work towards pupils in the lower classes (age 8-12)”
Where?
The career guidance center
Kungsbacka

What?
Permanently employed
”I´m working with two groups of people – ”young adults” and with youngsters coming directly from upper secondary school”

”I am also working at a special school – as a guidance counsellor with pupils with special needs”
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<td>Private company, assignments/projects for AF in Blekinge, different places</td>
<td>Guidance counselling—”helping people finding the (best) way to work and/or education””</td>
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<td>”Additional operator” to AF</td>
<td>Guidance counselling, working with participants in the program Support and matching” and working with SFI-students</td>
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Where?

Compulsory school in Halmstad

What?

Permanently employed

”The job in my dreams”

”I have my thesis-work to be thankful for getting these contacts”

”The achools allow me to laborate”

”Thanks for three fantastic and instructive years at the program!”
Where?

Upper secondary school
Malmö

What?

Temporary post, 1 year
"Guidance counselling for pupils at the Children and leisure program and at the Language introduction program"

"I was here at my job placement-period during the last year"
Where? The Immigration Office

What?
Summer: Officer, handling migration cases
Now: project manager and youth developer within the community
The pattern...

- Mainly where the mission is: within The educational system – comprehensive school, upper secondary, adult education, university
- Guidance counselling centers
- Labour market offices (in periods)
- Community-based projects with different groups, unemployed, risk groups, immigrants etc – the changes in the world
- Increasing: private companies – suppliers to the labour market office (job coaching activities)
- Increasing: staffing/recruitment-companies
The goals of degree

Learning goals

Tasks in the courses

= The constructive alignment
Goals of degree

ÅR 1

ÅR 2

ÅR 3

Learning goals

1 2 3 4 5 6 7 8 9 10 11 12 13 14
Regulation of higher education (§ 8) - goals of degree

För studie- och yrkesvägledarexamen the student must prove sådan knowledge and ability som krävs för att självständigt arbeta som studie- och yrkesvägledare inom schoolsystem.

Knowledge

För studie- och yrkesvägledarexamen ska studenten
- visa kunskap om the scientific base within the area, kännedom om aktuellt forsknings- och utvecklingsarbete samt kunskap om sambandet mellan vetenskap och beprövad erfarenhet och sambandets betydelse för yrkesutövningen,
- visa insikt i the development of children, youngsters and grown-ups och lärande samt om choices and socialisation of individuals and groups i ett perspektiv av livslångt lärande,
- visa kunskap om utbildning, arbetsliv och samhällsutveckling såväl nationellt som internationellt, och
- visa insikt om betydelsen av ett perspectives of equality i studie- och yrkesvalssituationen samt på arbetsmarknaden.
Regulation of higher education (§ 8) - goals of degree

Knowledge
För studie- och yrkesvägledarexamen ska studenten
- visa förmåga att bidra till att förverkliga målen för skolväsendet,
- visa förmåga att analyze and understand individuals and groups choice of careers and careerdevelopment samt utifrån denna förmåga identify their need of support
- visa förmåga att use different theories snd methods för vägledning utifrån individers och grupperns behov,
- visa förmåga att inom sitt verksamhetsområde support colleagues i deras studie- och yrkesorienterande insatser,
- visa förmåga att i cooperate med andra planera och utveckla stödinsatser för people with certain needs och behov för att underlätta inträde till studier och arbetsmarknad,
Regulation of higher education (§ 8) - goals of degree

Ability
- visa förmåga att gather and analyze information, in a critical way för att informera och vägleda ungdomar och vuxna inför framtida studier och arbete,
- visa förmåga att create and develop contact med olika intressenter i samhället av betydelse för verksamheten, och
- visa förmåga att såväl verbally as in written discuss nya fakta inom studie- och yrkesvägledningsområdet med olika grupper och därmed contribute to the development of the profession and the organisation.
Regulation of higher education (§ 8) - goals of degree

*Personal ability of evaluation and personal approach*

För studie- och yrkesvägledarexamen ska studenten
- visa **self knowledge** och **empathitic ability**, 
- visa förmåga att inom området studie- och yrkesvägledning **make assessments** med hänsyn till relevanta vetenskapliga, samhälleliga och **ethnic aspects** med särskilt beaktande av de mänskliga rättigheterna,
- visa insikt om betydelsen av **teamwork and cooperation** med andra yrkesgrupper, och
- visa förmåga att identifiera sitt behov av ytterligare kunskap och att fortlöpande utveckla sin kompetens.
Develop self knowledge

The goal: The reflecting practitioner with closeness and distance -
- to the client
- to the own role in the organisation

How?

An ongoing META-reflection...

- Methods and tools to be understood through own use and reflection
- Reflection upon the learning procedure (PDP)
- Knowledge, theories – to be understood connected to the students own context and background
Areas of knowledge

The society – organisations, rulings, laws, the systems around the client

Schoolsystem, labourmarket - within the area where the guidance counsellor “do the talking”

The professional dialogue, communication, pedagogy (individuals and groups)

Understanding of the facts that creates the persons ”settings” and area of action (sociology)

The human development (psychology)

Career development knowledge – connexions, different ways to understand career

Knowledge must be translated into…
Ability – Development of communication skills and cooperation

- Presentation training in different forms (examination)
- Pedagogical skills (training with individuals and groups)
- Groupwork/problemsolving/cooperation (and: learning from others perspective)
- Challenges to develop self confident and courage
- Development of creativity – frames, not instructions on a detail level
Developing of a critical approach

• In given tasks – not just describe/reproduce
• Do you buy this?
• Are there more ways to look upon it?
• How can you use the knowledge (or theory)?
• In another context: consequenses for the individual, the society etc...?
• In the coming profession:
  - challenge client´s standards and norm settings
  - braveness, courage (to be kind is not enough – ”tough love”)

LÄRANDE OCH SAMHÅLLE
The use of academic writing

- Developing of the written ability
- Argumentation skills
- To be critical about knowledge, information, source management
- Developing of the search for new knowledge
- Identify patterns, make conclusions – things to be done in the professional conversation
- Cooperation – towards deadlines
Model for inclusive teaching

The student’s luggage → Intrinsic motivation → Social motivation → Extrinsic motivation → Achievements motivation

Base = Biggs och Tang (2007)
The VFU periods (practice)

- 17 weeks
- Mentor
- Course 4, 5, 6, 12 – mainly within the school system
- Different kind of tasks to be done