

# The Bachelor program in Study and career guidance

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# Malmö vs Varberg



# A brief Alumni-picture (student's graduated 2015)

## WHERE and WHAT?

## Where?

**Sigtuna community**

**Gislaved compulsory school**

## What?

**Guidance counsellor "Youth action"  
Municipal activity responsibility  
16-25-year.  
Support/careerchoices, jobsearch  
– methods, tools.**

**Guidance counsellor  
"Thanks for a rewarding  
programme!"**

## Where?

**Arbetslivsresurs  
Malmö**

**Miroi  
Jönköping**

## What?

**”Guidance counselling and  
jobconsultant”  
Support, matching and coaching  
”I have a lot of use of what I was  
taught in the programme!”**

**Support and matching  
”I had several other opportunities”**

## Where?

**Kompetenscentrum  
Department og  
guidance conselling  
Kungsbacka**

## What?

**Guidance counselling/youth  
people  
+ LVU-placed girls  
Guidance and preparation for work  
and job-trainee  
”I find the program sooo useful  
and – three years of personal  
development”**

## 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”**

## Where?

Upper secondary  
school  
Introduction program

## What?

Guidance counsellor  
Permanently employment  
For newly arrived 16-19 years old.  
Introduction to the swedish  
society and labour market

”I applied for four services and  
were offered two”

## Where?

Upper secondary  
school  
Halmstad

## What?

Temporary post which might be  
extended

The technical, plumbing, vehicle  
and industrial programs

”We are 6-7 from SYV12 who has  
got employment in  
Halmstad/Laholm”

## Where?

**The career guidance center in Varberg**

## What?

**Guidance counselling for people in the community from age 20**

**”I see the future as positive. I see different types of job ads shown all the time.**

## Where?

**Compulsory school  
Nässjö**

## What?

**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"

## Where?

**Private company,  
assignments/projects  
for AF  
in Blekinge, different  
places**

**”Additional operator”  
to AF**

## What?

**Guidance counselling– ”helping  
people finding the (best) way to  
work and/or education””**

**Guidance counselling, working  
with participaters in the program  
Support and matching” and  
working with SFI-students**

## 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 schools 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**

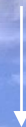
# The pattern...

- 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-companys

The goals of degree



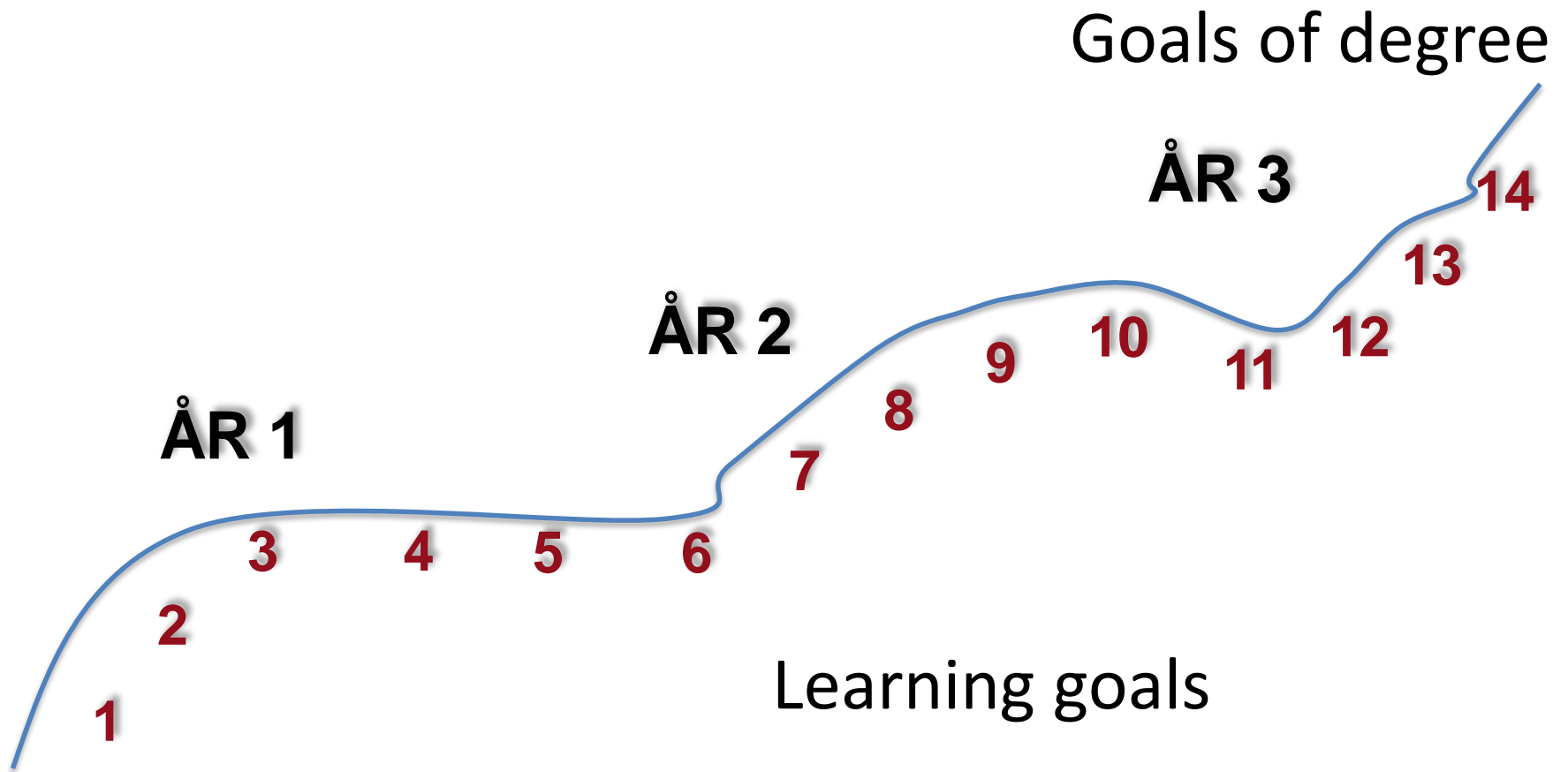
Learning goals



Tasks in the courses

=

The constructive alignment



# 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

LÄRANDE OCH SAMFÄLLE  
- 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 and 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, i 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, samhällseliga och **ethic 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...

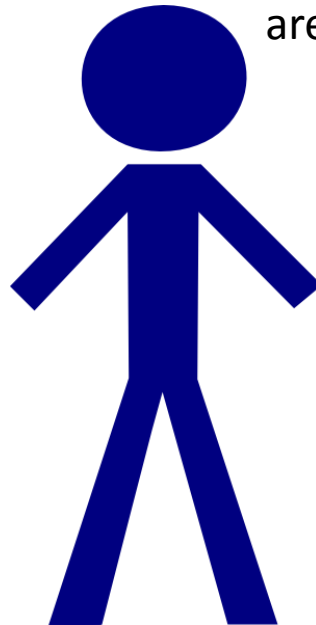
- Methods and tools to be understood through own use and reflection
- Reflection upon the learning procedure (PDP)
- Knowledge, theories – to be understood connected to the students own context and background

# 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

- Presentationstraining 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

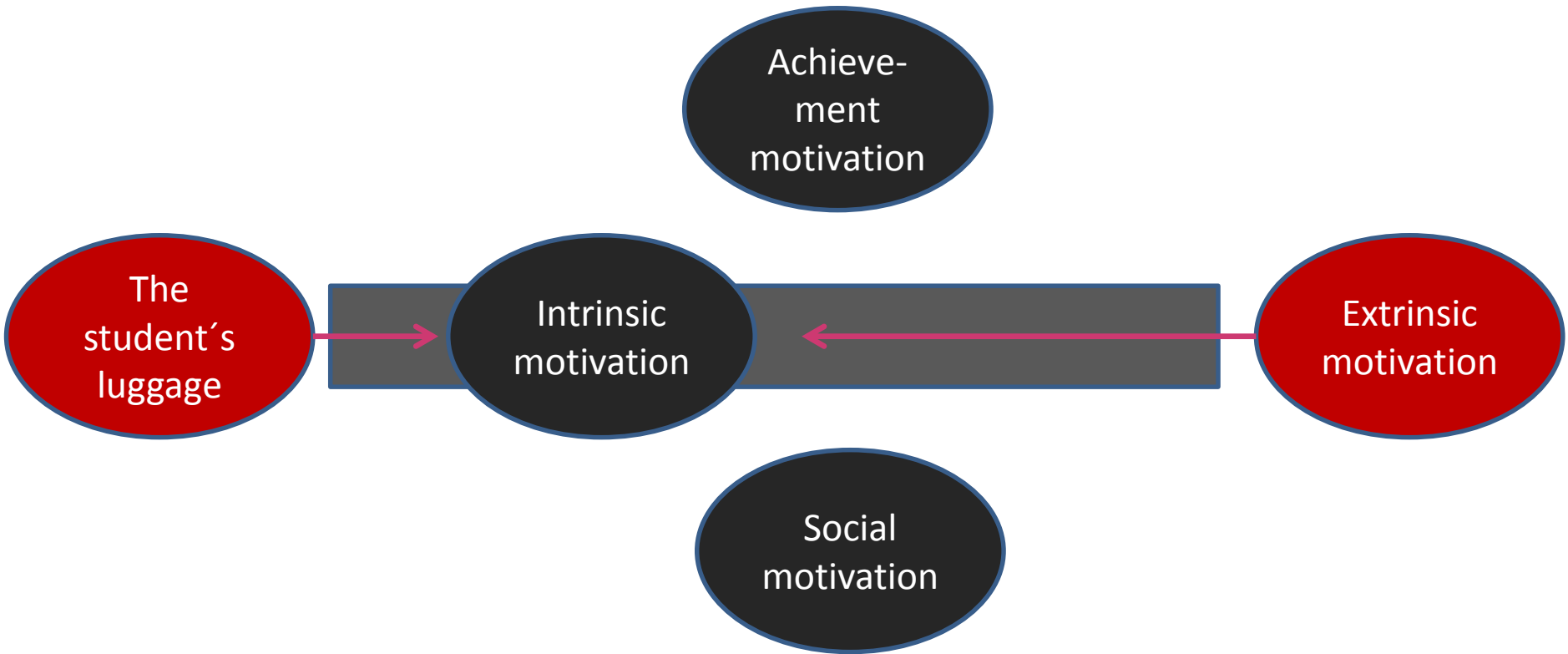
# Developing of a critical approach

- 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: consequences 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”)

# 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



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