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**EDUCATION AND EMPLOYMENT. THE  
OCCUPATIONAL COACH**

*(Bachelor's Degree in  
Pedagogy)*

**Universidad Católica de Valencia**

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**Year 2020/2021**



**TEACHING GUIDE OF THE MATTER AND/OR SUBJECT**

			ECTS
Subject: <b>EDUCATION AND EMPLOYMENT. THE OCCUPATIONAL COACH</b>			<b>6</b>
Subject-Matter: <b>EDUCATOR OF EDUCATORS</b>			<b>30</b>
Module: <b>EDUCATOR OF EDUCATORS</b>			<b>30</b>
Type of Course (1): <b>ELECTIVE</b>	Year : <b>4th</b>	Semester: <b>1st</b>	
Teaching staff:  <b>Dra. REMEDIOS AGUILAR MOYA</b>	Department:  <b>GENERAL DIDACTICS, THEORY OF EDUCATION AND TECHNOLOGICAL INNOVATION</b>		
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**ORGANISATION OF THE MODULE**

<b>EDUCATOR OF EDUCATORS</b>			<b>30 ECTS</b>	
<b>Duration and temporal location within the curriculum</b>				
<b>Matters and Subjects</b>				
Subject-Matter	ECTS	SUBJECT	ECTS	Year/ Semester
<b>EDUCATOR OF EDUCATORS</b>	<b>30</b>	<b>The continuing education of the teaching staff</b>	<b>6</b>	<b>3rd / 2nd</b>
		<b>Communication techniques Communicative skills of the educator</b>	<b>6</b>	<b>3rd / 2nd</b>
		<b>Education and Employment. The occupational coach</b>	<b>6</b>	<b>4th / 1st</b>
		<b>Continuing education and Adult education</b>	<b>6</b>	<b>4th / 2nd</b>
		<b>Training for human resources in the business</b>	<b>6</b>	<b>4th / 2nd</b>

<sup>1</sup> Basic education (common subject-matter), Compulsory, Elective, Practicum, Bachelor's Thesis.



**TEACHING GUIDE SUBJECT:**  
**EDUCATION AND EMPLOYMENT. THE OCCUPATIONAL COACH**

**Prerequisites:** THERE ARE NO PREREQUISITES

**GENERAL GOALS**

<b>CROSS-SECTIONAL SKILLS</b>	Importance of the skill			
	1	2	3	4
2. - To organise and plan				X
9-. To have the ability to integrate themselves and to communicate with experts in other areas and in different contexts.				X
20-. To take learning throughout the entire life as a personal, professional and social necessity.				X

<b>SPECIFIC SKILLS</b>	Importance of the skill			
	1	2	3	4
12.-To design, develop and evaluate orientation programmes adapted to the differential characteristics of the subjects and situations in different educational domains.				X
14.- To design techniques and construct instruments of diagnosis and detection of variables that justify a specific educational action (diagnosis of needs, capacities, factors of exclusion and social discrimination, learning difficulties, etc.).				X

<b>LEARNING OUTCOMES</b>	<b>SKILLS</b>
4.- The student coaches and gives students guidance for the professional/employment domain	CS2, CS9, CS20, SS14



<b>EDUCATIONAL ACTIVITIES OF CLASSROOM WORK</b>			
<b>ACTIVITY</b>	<b>Teaching-learning methodology</b>	<b>Relation with skills of the module</b>	<b>ECTS</b>
PARTICIPATIVE MASTER CLASSES	Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	CS1, CS6, CS11 SS-3	1.08
PRACTICAL CLASSES	Sessions of group work supervised by the professor. Study of cases, diagnostic analyses, problems, field work, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the interaction and student activity	CS2, CS7, CS11, CS16, CS18, SS-9, SS12, SS18	0.44
SEMINARS	Supervised monographic sessions with shared participation	CS9, CS11, SS6, SS9	0.36
SUPERVISION	Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminars, readings, paper writing, etc.	ALL	0.32
ASSESSMENT	Set of tests oral and/or written used in the initial, formative or additive assessment of the student.	ALL	0.20
Total			2.40



<b>EDUCATIONAL ACTIVITIES OF INDEPENDENT STUDENT WORK (BLENDED)</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relation with Skills of the Module</b>	<b>ECTS</b>
THEORETICAL ASYNCHRONOUS VIRTUAL SESSIONS	Through previous planning the professor distributes a detailed guide with the order of study of the materials that he/she activates in the virtual classroom: documents, video-lessons created by the professor at UCV, external links and/or additional bibliography.	T2 – CS5, CS6 SS6, SS16	0.40
VIRTUAL SUPERVISING	Individual attention for the follow-up and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, paper writing.	ALL	0,10
GROUP WORK	Group preparation of readings, essays, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical classes and/or small group sessions. Work carried out on the platform or other virtual spaces.	CS18, CS19, SS12, SS14, SS16	0.80
DISCUSSION FORUMS	Active participation in discussion forums referred to the subject matter moderated by the professor of the subject.	CS1, CS18, SS21	0.50
CONTINUOUS ASSESSMENT ACTIVITIES	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, reviews,..., to be submitted at different times throughout the course.	ALL	0.60
INDEPENDENT WORK	Study carried out by the student: Individual preparation of readings, essays, resolution of problems, seminars, papers, reports, etc., to present or to submit in the theoretical lectures, practical classes and/or individual or small groups. Work carried out on the platform or other virtual spaces.	CS1, CS2, CS5, CS20 SS12	1.20
Total			3.60



<b>SYSTEM OF ASSESSMENT OF SKILL ACQUISITION AND MARKING SYSTEM</b>	
<b>Assessment Instrument</b>	<b>Percentage allocated</b>
Written tests	40 %
Solution of practical cases	30 %
Follow-up of student work in the non-face-to-face sessions	15 %
Active participation in the theoretical-practical sessions, seminars and supervised sessions.	15 %

### **CRITERIA FOR THE CONCESSION OF A PASS WITH HONOURS DISTINCTION:**

*To specify concrete criteria for the subject and faculty to which the degree is ascribed and in agreement with the general norm indicating that only a pass with honours can be granted to every 20 students. It cannot be granted to a fraction of 20 excluding the case of groups with fewer than 20 students altogether, in which case only one pass with honours can be granted.*

<b>BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT</b>
<p><b>Education and Employment. The Occupational Trainer</b>  Occupational Training and continuing norm. Structure of Professional training for employment: National system of Professional qualifications. Professional training for employment: characteristics and addressees. Education on demand: Educational actions of the businesses and individual permissions of education. Labour guidance. The labour market and its evolution. The main business as generator of employment. Access to the labour market. Changes in the organisation of work</p>

<b>DESCRIPTION OF CONTENTS</b>	<b>SKILLS</b>
Organisation in blocks of content or thematic groupings. Development of the contents in teaching Guides.	(Indicate, numerically, the related skills)
<ul style="list-style-type: none"> <li>• Occupational Training and continuing norm.</li> <li>• Structure of Professional training for employment: National system of Professional qualifications.</li> </ul>	T2, T9, T20, E14
<ul style="list-style-type: none"> <li>• Professional training for employment: characteristics and addressees.</li> </ul>	
<ul style="list-style-type: none"> <li>• Education on demand: Educational actions of the businesses and individual permissions of education.</li> </ul>	



<ul style="list-style-type: none"> <li>• Changes in the organisation of employment. Labour Direction:             <ul style="list-style-type: none"> <li>○ The labour market and its evolution.</li> <li>○ The main business as generator of employment</li> <li>○ Access to the labour market.</li> <li>○ Changes in the organisation of employment</li> </ul> </li> </ul>
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<b>TEMPORAL ORGANISATION OF LEARNING (First-enrolment Students):</b>		
	<b>CONTENT BLOCK/DIDACTIC UNIT</b>	<b>No. of SESSIONS</b>
	<ul style="list-style-type: none"> <li>• Occupational Training and continuing norm.</li> <li>• Structure of Professional training for employment: National system of Professional qualifications.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Professional training for employment: characteristics and addressees.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Education on demand: Educational actions of the businesses and individual permissions of education.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Changes in the organisation of employment. Labour Direction:             <ul style="list-style-type: none"> <li>○ The labour market and its evolution.</li> <li>○ The main business as generator of employment</li> <li>○ Access to the labour market.</li> <li>○ Changes in the organisation of employment</li> </ul> </li> </ul>	5



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## **Addendum to the Course Guide of the Subject**

### **(Degree)**

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.**

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.



In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen onsite activities described in this section of the Course Guide**, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

*Explanation about the practical sessions:*

#### **2. System for Assessing the Acquisition of the competences and Assessment System**

#### **ONSITE WORK**

**Regarding the Assessment Tools:**





The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

**Comments to the Assessment System:**

**ONLINE WORK**

**Regarding the Assessment Tools:**

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide	Adaptation
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Assessment tool	Allocated Percentage	Description of the suggested changes	■	■	■	■	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.