



COURSE GUIDE

**Master of Secondary Education Training, Professional Training and
Teaching of Languages**

Business Administration Curriculum

Universidad Católica de Valencia

Year 2023-24



COURSE GUIDE TO BUSINESS ADMINISTRATION CURRICULUM

		ECTS
MODULE: Specific		24
Field: Complements for disciplinary training		6
Subject: Business Administration Curriculum		6
Type of learning: Compulsory	YEAR: 2023-24 Semester: 1st	
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MODULE ORGANIZATION

Specific				Nº ECTS: 24
Duration and temporal location within the curriculum: 1st semester				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/semester
Learning and teaching the corresponding subjects	12	Didactics of Business Administration	6	1/1
		Didactic resources for teaching Business Administration	6	1/2
Teaching innovation and initiation to educational research	6	Innovation and research in Didactics of Business Administration	6	1/2
Complements for disciplinary training	6	Business Administration Curriculum	6	1/1

**COURSE GUIDE TO THE SUBJECT:****Business Administration Curriculum****Prerequisites: The prerequisites related to the master.****GENERAL GOALS**

- Managing the instructions for the beginning of the course of the centers, as well as the rest of the legal norms that regulate the curriculum.
- Knowing the basic state and regional regulations that regulate the different stages, and the most important aspects for the exercise of the teaching function in the subjects of the specialty.
- Analyzing the different training itineraries of the educational system.
- Knowing the teachings of the specialty subjects.
- Knowing and differentiate contexts and situations (educational stage, type of educational offer ...) for the application of curricular content typical of the specialty.
- Identifying the educational value of the subjects of the specialty.

GENERAL COMPETENCES**Competence
measuring scale**

	1	2	3	4
CG1 Knowing the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge about the respective teaching and learning processes. For professional training, knowledge of the respective professions will be included.			X	
CG2 Planning, developing and evaluating the teaching and learning process promoting educational processes that facilitate the acquisition of the competencies of the respective teachings, taking into account the level and previous training of the students, as well as their orientation, both individually and in collaboration with other teachers and professionals of the center.			X	
CG3 Searching, obtaining, processing and communicating information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization studied.			X	
CG4 Specifying the curriculum to be implemented in a teaching center, participating in its collective planning; develop and apply both group and personalized didactic methodologies, adapted to the diversity of students.			X	



CG5 Designing and developing learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.			X	
CG6. Acquiring strategies to stimulate student effort and promote their ability to learn by themselves and with others, and develop thinking and decision skills that facilitate autonomy, confidence and personal initiative.				X
CG7. Knowing the processes of interaction and communication in the classroom, master the skills and social skills necessary to promote learning and coexistence in the classroom, and address discipline problems and conflict resolution.			X	
CG8. Designing and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located; develop the tutoring and guidance functions of students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes.				X
CG9. Knowing the regulations and institutional organization of the educational system and quality improvement models with application to schools.				X
CG10. Knowing and analyze the historical characteristics of the teaching profession, its current situation, perspectives and interrelation with the social reality of each era.			X	
CG11. Inform and advise families about the teaching and learning process and about the personal, academic and professional orientation of their children.			X	
SPECIFIC COMPETENCES				
	1	2	3	4
CE13. Knowing the educational and cultural value of the subjects corresponding to the specialization and the contents that are studied in the respective teachings.				X
CE14. Knowing the history and recent developments of the subjects and their perspectives to be able to transmit a dynamic vision of them.				X
CE15. Knowing the contexts and situations in which the various curricular contents are used or applied.				X
CE16. Knowing the theoretical-practical developments of teaching and learning of the corresponding subjects.			X	
CE17. Transforming the curriculum into activity and work programs.			X	



CE18. Acquiring selection criteria and development of educational materials.			X	
CE19. Fostering a climate that facilitates learning and values the contributions of students.			X	
CE20. Integrating training in audiovisual and multimedia communication in the teaching-learning process.				X

LEARNING OUTCOMES	COMPETENCES
RA1. Identify the educational value of the specialty subjects and, in relation to this, critically reflect on the development of the curriculum and educational practice	CG 1,2,3,4,5,6,7,8,9,10,11 CE 13,14,15,16,17,18,19,20
RA2. Use the instructions for the beginning of the course of the centers, as well as the rest of the curriculum legal norms.	CG 1,2,3,4,5,6,7,8,9,10,11 CE 13,14,15,16,17,18,19,20
RA3. Use the main instruments and techniques as well as the concepts and terminology of the specialty subjects.	CG 1,2,3,4,5,6,7,8,9,10,11 CE 13,14,15,16,17,18,19,20
RA4. Know how to differentiate the different training itineraries of the educational system, especially those referred to the specialty.	G,3, G5, G6, G8, G9, G12, G13, G15 1, 5, 7, 8, 9, 10,12
RA5. Know and differentiates contexts and situations (educational stage, type of educational offer ...) for the application of the curricular contents of the specialty.	G,3, G5, G6, G7, G8, G9, G12, G13, G15 1, 5, 7, 8, 9, 10,12
RA6. Know the basic aspects related to the subjects of the specialty in the different stages of the educational system and properly handle the corresponding regulations.	CG 1,2,3,4,5,6,7,8,9,10,11 CE 13,14,15,16,17,18,19,20

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	RA1, RA2, RA4, RA5, RA6	0.7



PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	RA2, RA4, RA6	0.5
LABORATORY	Activities carried out in spaces with specialized equipment.	RA2, RA4	0.1
MONOGRAPHIC	Supervised monographic sessions with shared participation.	RA2, RA6	0.1
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	RA1, RA2, RA3, RA4, RA5, RA6	0.4
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	RA1, RA2, RA3, RA4, RA5, RA6	0.1
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	RA1, RA2, RA3, RA4, RA5, RA6	0.5
Total			2,4



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	RA1, RA2, RA3, RA4, RA5, RA6	2.4
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	RA1, RA2, RA3, RA4, RA5, RA6	1.2
Total			3,6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Summative and final theoretical-practical test (open questions, objective test questions, practical case solutions, single case, etc.)	RA1, RA2, RA3, RA4, RA5, RA6	40%



Process evaluation: portfolios, presentation of work, guides, oral and written evidence.	RA1, RA2, RA3, RA4, RA5, RA6	40%
Continuous evaluation: monitoring individual attendance at face-to-face sessions and active participation in theoretical-practical classes, seminars, tutorials and field work.	RA1, RA2, RA3, RA4, RA5, RA6	20%

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

DESCRIPTION OF CONTENTS	COMPETENCES
Presentation of the training offer related to the ECO and ADE specialties in BAC, ESO and CF The new FP. Organic Law on the organization and integration of Vocational Training. Classroom programming and teaching units in FP.	CB 6, 8, 9, 10 CG 1,2,3,4,5,6,7,8,9,10,11 CE 13,14,15,16,18,19,20
Exit profile and curricular elements in ESO and BAC. Pedagogical proposal for a department in ESO and BAC. Classroom programming: learning situations in ESO and BAC. Evaluation, promotion and qualification. Attention to diversity and complementary activities. ESO and BAC. Practical session and delivery of final works.	CB 6, 7, 8, 9, 10 CG 1,2,3,4,5,6,7,8,9,10,11 CE 13,14,15,16,17,18,19,20
CONTENT/TEACHING UNIT	# OF MEETINGS
Unit 1.	2
Unit 2.	1



Unit 3.	1
Unit 4.	2
Unit 5.	2
Unit 6.	1
Unit 7.	2
Unit 8	1
Unit 9	1
TOTAL	13

REFERENCES

Ley Orgánica 2/2006 de 3 de mayo, de Educación

Real Decreto 1631/2006 de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria

Decreto 112/2007 de 20 de julio del Consell, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunitat Valenciana

Orden de 27 de mayo de 2008 de la Conselleria de Educación, por la que se regulan las materias optativas en la educación secundaria obligatoria

Orden 64/2010 de 16 de junio de la Conselleria de Educación, por la que se modifica parcialmente la Orden de 27 de mayo de 2008, de la Conselleria de Educación, por la que se regulan las materias optativas en la Educación Secundaria Obligatoria

Orden de 14 de diciembre de 2007 de la Conselleria de Educación, sobre evaluación en Educación Secundaria Obligatoria

Resolución de 5 de marzo de 2008 de la Dirección General de Ordenación y Centros Docentes, por la que se dictan instrucciones para formalizar los documentos básicos de evaluación y se establece el procedimiento de solicitud de asignación del número de historial académico para Educación Primaria y Educación Secundaria Obligatoria

Decreto 102/2008 de 11 de julio del Consell por el que se establece el currículo del Bachillerato en la Comunitat Valenciana (DOCV 15/07/2008)

Decreto 115/2012 de 13 de julio del Consell de modificación del Decreto 102/2008 de 11 de julio por el que se establece el currículo del Bachillerato en la Comunitat Valenciana (DOCV 16/07/2012)

Orden de 17 de junio de 2009 de la Conselleria de Educación, por la que regula las materias optativas en el Bachillerato. (DOCV 07/07/2009)

Orden de 24 de noviembre de 2008 de la Conselleria de Educación, sobre evaluación en bachillerato en la Comunitat Valenciana (DOCV 15/12/2008)



Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
Decreto 87/2015, de 5 de junio, del Consell, por el que establece el currículo y desarrolla la ordenación general de la Educación Secundaria Obligatoria y el Bachillerato en la Comunitat Valenciana

Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato

Real Decreto-ley 5/2016, de 9 de diciembre, de medidas urgentes para la ampliación del calendario de implantación de la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.

Ávila, R., Cruz, A., & Díez, C. (2008). Didáctica de las ciencias sociales, currículo escolar y formación del profesorado. La didáctica de las Ciencias Sociales en los nuevos planes de estudio.

Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional.

Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.

Decreto 107/2022, de 5 de agosto, del Consell, por el que se establece la ordenación y el currículo de Educación Secundaria Obligatoria.

Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato.

Decreto 108/2022, de 5 de agosto, del Consell, por el que se establecen la ordenación y el currículo de Bachillerato.

Alfaro Giménez, J. (2009): Economía de la empresa, Madrid, Ed. McGraw Hill

Alfaro, J.(2023) Empresa y diseño de modelos de negocio (LOMLOE) Ed. McGraw Hill

Barroso Castro, C (2010): Economía de la empresa, Madrid, Ed. Pirámide

Bolívar, A. (2010). Competencias básicas y currículo. Madrid. Síntesis.

Calatayud, M. A., (2010). La evaluación de los procesos como proceso sistemático para la mejora educativa. En N. Zaitogui De Miguel, M. Ávila Cañadas y L. Castillo Arredondo, La evaluación como proceso sistemático para la mejora educativa. Ministerio de Educación de España.

Candel, J. F. F. (2011). Iniciar a los escolares en Economía no es una opción. eXtoikos,

Cantón, I. y Pino-Juste, M. (Coords.) (2014). Diseño y desarrollo del currículum. Madrid: Alianza Editorial.

Marco, M., & Molina, J. A. (2010). La enseñanza de Economía en Secundaria Obligatoria y Bachillerato: un factor estratégico pendiente de desarrollo. Economistas, 28(125)

Medina, A. Á. G. (2011). La enseñanza de la Economía como respuesta a una necesidad



social. eXtoikos, (1)

Mochón, F. (2007): Economía, Madrid, Ed. McGraw Hill

Mochón, F. (2009): Economía de la empresa, Madrid, Ed. McGraw Hill

Navarro-García, C., (2013). Propuesta curricular de Economía e Iniciativa Emprendedora. Sevilla: Editorial Algaída.

Penalunga, A. (2015). Economía, Ed. McGraw Hill

Penalunga, A. (2022) Economía (LOMLOE) Ed. McGraw Hill

Addendum to the Course Guide of the Subject

The Curriculum of Business Administration in ESO and Baccalaureate.

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: The of Onsite Work activities will be carried out using the resources offered by the Microsoft Teams platform.

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.

- X** 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
Final directed tasks	40%	Platform change for the assignment and delivery of tasks	Teams
Process assessment: portfolios, work presentations, guides, oral and written evidence.	40%	Platform change for the assignment and delivery of tasks	Teams
Oral presentation of group or individual works, class attendance and active participation.	20%	Platform change for the assignment and delivery of tasks	Teams

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



Comments to the Assessment System: The tasks and their delivery will be done through the Teams platform. The evaluation of the tasks will be through a rubric.

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	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used
Final directed tasks	40%	Platform change for the assignment and delivery of tasks	Teams
Process assessment: portfolios, work	40%	Platform change for the assignment and delivery of	Teams



presentations, guides, oral and written evidence.	tasks
Oral presentation of group or individual works, class attendance and active participation. 20%	Platform change for the assignment and delivery of tasks Teams

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

Comments to the Assessment System: The tasks and their delivery will be done through the Teams platform. The evaluation of the tasks will be through a rubric.