



COURSE GUIDE

The Currículum of Sanitary Processes

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

Facultad de Magisterio y Ciencias de La Educación

Universidad Católica de Valencia San Vicente Mártir



COURSE GUIDE TO The Currículum of Sanitary Processes

		ECTS
SUBJECT: The Currículum of Sanitary Processes		6
FIELD: Complements disciplinary training		6
MODULE: Specific Module of Sanitary processes		24
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MODULE ORGANISATION

				Nº ECTS 24
FIELDS AND SUBJECTS				
FIELD	ECTS	SUBJECT	ECTS	Semester
Complements for the formation to Sanitary processes	6	The Curriculum of Sanitary processes in Secondary education, Vocational training and High school	6	1
Learning and teaching of Sanitary processes	12	Didactics of Sanitary processes in Secondary education, Vocational training and High school	6	1
		Didactic resources for the teaching of Sanitary processes in Secondary education, Vocational training and High school	6	2



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Teaching Innovation and Introduction to Educational Research in Sanitary processes	6	Teaching Innovation and Introduction to Educational Research in Sanitary processes	6	2
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COURSE GUIDE: The Currículum of Sanitary Processes				
Prerequisites: none				
GENERAL GOALS				
a) To know the principal characteristics of the Educational Spanish System b) To analyze and to interpret the Curriculum of the Sanitary Processes and to know the contexts and situations in which the diverse contents are used or apply. d) To elaborate a didactic programming for sanitary processes education e) To promote in the pupil the capacities of autonomous learning and cooperative work.				
CROSS-SECTIONAL COMPETENCES			Competence measuring scale	
	1	2	3	4
G 1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one’s field of study.		X		
G 2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments		X		
G 3 Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.		X		
G4 Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances		X		



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G5 To Know the curriculum related to the specialization and the didactics of teaching and learning, as well as a didactic knowledge of the teaching and learning processes, respectively. A knowledge of the different professions will be included for vocational training.				X
G 6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration with other teachers and school professionals.		X		
G7 To research, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process		X		
G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.			X	
G9 To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.	X			
G10 To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.		X		
G 11 To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution	X			
G12 To design and carry out formal and informal activities that make the centre a place of participation and culture in the environment where it is located. To perform the functions of mentoring and guiding students in a collaborative and coordinated way. To participate in the evaluation, research and innovation of teaching and learning		X		



COMPETENCIAS ESPECÍFICAS				
	1	2	3	4
CE13 To know the cultural and educational value of the specific subjects and the content that is taught		X		
CE14 To know the history and recent developments of the classroom subjects and their perspectives in order to transmit a dynamic vision.		X		
CE15 To know different environments to practice curricular contents.				X
CE16 To know the theoretical and practical processes in teaching and learning different classroom subjects	X			
CE17 To transform curricula in activity and work programs		X		
CE18 To acquire criteria to select and develop educational resources	X			
CE19 To foster a climate that facilitates learning and values the contributions of the students		X		
CE20 To integrate training for the use of media studies in the teaching-learning process	X			
CE21 To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort	X			
CE22 To know and apply innovative teaching proposals in the field of specialization	X			
CE24 To identify the problems of teaching and learning certain materials and to propose alternatives and solutions.	X			



LEARNING OUTCOMES	COMPETENCES
R1 To be able to differentiate the different formative itineraries of the Educational Spanish System, specially those with regards to the sanitary processes.	CE13, CE14, CE15
R2 To recognize and to interpret the different elements that integrate the Curriculum of the sanitary processes.	CE13, CE14, CE15, CE16
R3 To elaborate a didactic programming for a subject related to the sanitary processes attending to the in force legislation, the individual characteristics and the context.	CE15, CE16, CE17, CE18, CE19, CE20, CE21, CE22, CE24
R4 To present orally the elaborated didactic programming.	CE18, CE19, CE22

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.	R1, R2	1,20
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.	R1, R2, R3	1



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WORK GROUP EXHIBITION	Application of multidisciplinary knowledge	R4	0,06
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.	R1, R2, R3, R4	0,04
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2	0,10
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	R3	1,44
INDEPENDENT WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or	R1, R2, R3	2,16



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	small-group tutoring sessions. Work done on the university e-learning platform		
Total			3,6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assesment tools	Learning outcomes assessed	Allocated percentage
Individual and/or group tasks	R1, R2, R3, R4	80%
Attitude, attendance and participation	R3, R4	20%
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. (RD 1125/2003)..		

DESCRIPTION OF CONTENTS	COMPETENCES
Structure of the Educational Spanish System. Compulsory Secondary Education, Vocational training and High school. Teacher profile.	CE13, CE14
The Curriculum: concept, elements, concreteness levels	CE13, CE14, CE15



The Secondary and High school curriculum	CE15, CE17
The curriculum in Health Vocational training.	CE15, CE17
The didactic programming	CE16, CE17, CE18, CE19, CE20, CE22, CE24
The evaluation	CE16, CE21, CE22

REFERENCES
Ley Orgánica 3/2022, de 31 de marzo, de Ordenación e integración de la Formación Profesional Ley Orgánica 2/2006, de 3 de mayo, de Educación. Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. RD 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato 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 1147/2011, de 29 de julio, por el que se establece la ordenación general de la formación profesional del sistema educativo. RD 127/2014, de 28 de febrero, por el que se regulan aspectos específicos de la Formación Profesional Básica de las enseñanzas de formación profesional del sistema educativo, se aprueban catorce títulos profesionales básicos, se fijan sus currículos



básicos y se modifica el Real Decreto 1850/2009, de 4 de diciembre, sobre expedición de títulos académicos y profesionales correspondientes a las enseñanzas establecidas en la Ley Orgánica 2/2006, de 3 de mayo, de Educación

ORDEN ECI /3858/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de las profesiones de Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas.

RD 860/2010, de 2 de julio, por el que se regulan las condiciones de formación inicial del profesorado de los centros privados para ejercer la docencia en las enseñanzas de educación secundaria obligatoria o de bachillerato.

RD 665/2015, de 17 de julio, por el que se desarrollan determinadas disposiciones relativas al ejercicio de la docencia en la Educación Secundaria Obligatoria, el Bachillerato, la Formación Profesional y las enseñanzas de régimen especial, a la formación inicial del profesorado y a las especialidades de los cuerpos docentes de Enseñanza Secundaria.

RD 546/1995, de 7 de abril, por el que se establece el Título de Técnico en Cuidados Auxiliares de Enfermería y las correspondientes enseñanzas mínimas

RD 1689/ 2007, de 14 de diciembre, por el que se establece el Título de Técnico en Farmacia y Parafarmacia y se fijan sus enseñanzas mínimas

ORDEN de 29 de julio de 2009, de la Consellería de Educación, por la que se establece el currículo del ciclo formativo de Grado Medio correspondiente al Título de Técnico en Farmacia y Parafarmacia.

RD 771/2014, de 12 de septiembre, por el que se establece el título de Técnico Superior en Laboratorio Clínico y Biomédico y se fijan sus enseñanzas mínimas

Orden ECD/1541/2015, de 21 de julio, por la que se establece el currículo del ciclo formativo de Grado Superior correspondiente al título de Técnico Superior en Laboratorio Clínico y Biomédico.

Proyecto de DECRETO ____/201_ de ____ de ____, del Consell, por el que se establece para la Comunitat Valenciana el currículo del ciclo formativo de grado superior correspondiente al título de Técnico Superior en Laboratorio Clínico y Biomédico.

ORDEN 45/2011, de 8 de junio, de la Conselleria de Educación, por la que se regula la Estructura de las programaciones didácticas en la enseñanza básica.

ORDEN 79/2010, de 27 de agosto, de la Conselleria de Educación, por la que se regula la evaluación del alumnado de los ciclos formativos de Formación Profesional del sistema educativo en el ámbito territorial de la Comunitat Valenciana.

ORDEN 78/2010, de 27 de agosto, de la Conselleria de Educación, por la que se regulan determinados aspectos de la ordenación y organización académica de los ciclos



formativos de Formación Profesional del sistema educativo en el ámbito territorial de la Comunitat Valenciana

ORDEN 46/2012, de 12 de julio, de la Conselleria de Educación, Formación y Empleo, por la que se regulan determinados aspectos de la ordenación de la Formación Profesional del sistema educativo en la Comunitat Valenciana

ORDEN 86/2013, de 20 de septiembre, de la Consellería de Educación, Cultura y Deporte, por la que se regulan determinados aspectos de la ordenación de la Formación Profesional del sistema educativo en la Comunitat Valenciana.

Blas, F.A. (2007) *Competencias profesionales en la formación profesional*. Madrid: Alianza Editorial

Crespo, S. (2009) *Elaboración de Programaciones y unidades de trabajo en la Formación Profesional* Alicante: Ed. Club Universitario

Cabrera, J.F. y Rodríguez, A.J. *El Diseño de la Programación Didáctica en las Enseñanzas de Formación Profesional*. Gobierno de Canarias. Consejería de Educación y Universidades

Lozano, J. (2018) *Cómo realizar la programación didáctica en Formación Profesional* Madrid: Síntesis

Lozano, J. (2019) *La evaluación criterial diferenciada en Formación profesional: cómo programar a partir de los criterios de evaluación* Madrid: Síntesis

Muro, J.M. (2008) *Programación y unidades didácticas en formación profesional*. Sevilla: MAD

Solbes, R. (2014) *Programaciones Didácticas para FP*. Nau Llibres (Edicions Culturals Valencianes)

Vázquez, L.M.; Cabeza, J. (2007) *Programaciones didácticas en la formación profesional específica: legislación, ejemplificaciones, actuación ante el tribunal, plantillas*. Sevilla: Fundación ECOEM

Vázquez, L.M.; Cabeza, J. (2008) *La programación didáctica en la FP*. Sevilla: Fundación ECOEM

PÁGINAS WEB DE REFERENCIA

<http://todofp.es/inicio.html> Portada sobre FP del Ministerio de Educación, Cultura y Deporte

<http://www.ceice.gva.es/web/formacion-profesional> Página correspondiente a la FP de la Consellería D'Educació, Investigació, Cultura i Esport



Addendum to the Course Guide of The Curriculum of Sanitary processes

**(Master of Secondary Education Training,
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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



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	
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.