

Models and Strategies for Education and Training in Organisations

Code: 103521
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500261 Education Studies | OB | 3 | 1 |

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

External teachers

Patricia Olmos

Prerequisites

It is recommended to have passed the subjects Education and Educational Contexts -1st year-, Design, monitoring and evaluation of plans and programs -2n year-

Objectives and Contextualisation

The course aims to develop future professionals the skills needed for pedagogical intervention in organizational and work settings. The skills to develop in students are to analyze, manage and evaluate educational processes in work contexts, and specifically to perform the functions of professional initial and continuing training.

The objectives of the course are:

- Identify the current work environment and the types of organizations.
- To analyze international and national policies on training and work
- Design Training processes for different work contexts.
- Select the most appropriate type of training for specific work situations.
- To value the role of professional training in different work settings

Skills

- Advise on the pedagogical use and curricular integration of didactic media.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.

- Design innovative programs, projects and proposals for training in and development of training resources in labour contexts, whether face-to-face or virtual.
- Develop quality management processes and models in educational and training contexts.
- Develop strategies for autonomous learning.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Incorporate information and communications technology to learn, communicate and share in educational contexts
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Apply a quality model that is consistent with the institution or its characteristics, to the proposed intervention.
2. Apply advisory techniques and strategies to innovation projects in educational institutions and services.
3. Deliver proposed activities on time and in the right way.
4. Design projects and actions adapted to the education environment and the recipients thereof.
5. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
6. Organising the work in a structured way in terms of the demands.
7. Promoting improvement processes based on the results obtained from evaluating innovation projects.
8. Selecting the most relevant educational means of carrying out the intervention.
9. Using ICTs in designing, developing and drawing up practical work.
10. Using virtual platforms as a communication and management tool for directed and supervised activities.

Content

1. Training in organizations today

Labor market in a global context

Conceptual definition of initial and continuing training in organizations

2. Policies and training bodies in organizations

Legal framework of training in organizations

European and state policy training for work

3. Organizations and HRD

4. Planning training organizations

Training needs analysis

Training Plans

Effectiveness and training results

5. Contexts of training: training in different types of organization

The company (construction, finance, insurance, trade associations and professional associations,)

Public administration (teachers, health professionals, Schools of Public Administration)

unions

Training consultancies

6. Models of training in organizations

Models based on participants

Models based on the strategy of the organization

Models based on training spaces

7. The professional training in organizations

The functions of professional of training

The initial and continuing training pedagogue

Methodology

The center in the teaching-learning process is the student; the methodology is planned from this view:

-Presentation of the main contents by the lecturer. It is done with the whole group class and allows the presentation of the main content through an open participation of students. The active participation of students will be encouraged, as a way of sharing the learnings that are being achieved

-Spaces of work in small groups (25 students) , supervised by teachers. The activities will be a way to practice the contents worked in the large group. The activities will be document analysis, data interpretation and reporting, case resolution and training tools

Activities

| Title | Hours | ECTS | Learning outcomes |
|-------------------------|-------|------|-------------------------------|
| Type: Directed | | | |
| Lessons | 30 | 1.2 | 2, 1, 4, 7, 10 |
| Seminar | 15 | 0.6 | 5, 4, 7, 3, 6, 8 |
| Type: Supervised | | | |
| Supervised | 30 | 1.2 | 2, 1, 5, 4, 7, 3, 6, 8, 10, 9 |
| Type: Autonomous | | | |
| Autonomous work | 75 | 3 | 2, 1, 4, 7, 8 |

Evaluation

The evaluation of the course will take place throughout the academic year through the activities shown below. Evaluation activities are organized in blocks, which are linked to training activities: block 1 evaluates classroom activities, and block 2 evaluates the seminars.

Block 1: Theory test of Units 1 to 6, 50%

Block 2: Four group works to be developed along the academic year, in relation to the main themes of the course, 50%

Class attendance is mandatory: the student must attend a minimum of 80% of classes.

Plagiarism is not permitted; will be a fail.

The notes of the work will be returned in a period of about 3 weeks and the test scores in a period of about 2 weeks. To pass the course must be approved with 5 each of the two blocks of evaluation activities. In the case of students who have properly followed the whole subject, not overcoming the block 1 may lead to a second test at the end of the course.

Marks of the activities of the second blocks can be compensated including from 4. The student will receive feedback on the performance of the activities of the 2nd block and if that learning achieved is insufficient, may be improved within a defined period of time. The group work is presented in class, which will also be evaluated.

Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|--------|-----------|-------|------|-------------------------------|
| Essays | 50% | 0 | 0 | 2, 1, 5, 4, 7, 3, 6, 8, 10, 9 |
| Exam | 50% | 0 | 0 | 2, 1, 4, 7, 10 |

Bibliography

1. Andrés, M.P. (2005): **Gestión de la formación en la empresa**. Pirámide. Madrid
2. Casamayor (coord) (2007) **Los trucos del formador**. Graó, Barcelona
3. Cabrera, F.; Millan, D.; Romans, M. (coords.) (2001): **Formació a les organitzacions: un camp obert als professionals de la pedagogia**. Publicacions Universitat de Barcelona. Barcelona.
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5. Foxon, M. i altres (2005) **Competencias del director de formación**. Epise-Gestión 2000. Barcelona.
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9. Pedler, M; Burgoyne, J; Boydell, T. (1997): **The learning company. A strategy for sustainable development**. Mc Grall Hill, London.
10. Pineda, P (2002) (Coord) **Gestión de la formación en las organizaciones**. Ariel, Barcelona
11. Rodríguez Román, M. (2006): **Gestión de la formación. La importancia de la formación en el ámbito empresarial actual**. Ideaspropias. Vigo.
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Enllaços web:

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<http://www20.gencat.cat/portal/site/empresaocupacio/>

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<http://www.trainersineurope.org/>