Training for Work

Code: 101631
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OT	4	0

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: No

Prerequisites

It is an optional subject in the fourth level, at the mention "Training Management and Socio-Educational Institutions". It is related to the other subjects of mention. Allows some external practices related to management in organizations related to VET.
It is recommended to have passed the subjects of third level "Models and training strategies in organizations" and "Educational Innovation", these subjects mention reference.

Objectives and Contextualisation

1) To analyse the contexts of training for work.

2) To relate the professional competences with the training processes

3) To Identify the main elements of the certification processes and competence accreditation.

4) To analyse the characteristics of training for work professionals and their initial and continuous training.

Skills

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Design training plans for teachers, trainers and other professionals, which are adapted to new situations, needs and contexts.
- Develop strategies for autonomous learning.
- Incorporate information and communications technology to learn, communicate and share in educational contexts
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand the processes that occur in educational and training activities and their impact on learning.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Analyse the characteristics of vocational training and its relationship with different educational disciplines.
2. Analyse the educational process of vocational training in different contexts of application.
3. Design training proposals for professionals in the field of vocational training.
4. Establish work teams to develop activities independently.
5. Organising the work in a structured way in terms of the demands.
6. Understand the different realities and contexts of vocational training.
7. Using communication resources that the internet offers to enhance communication and collaboration in educational and training contexts.

Content

I. Training for work place.

Initial and continuous training.

Vocational and educational training (VET)

Training for work students

Training for work Institutions

II. Professional competences and training for work.

Competences in training for work: conceptualization.

The competence-based training: modalities and strategies.

III. Certification and accreditation of professional competences.

Professional competences assessment: accreditation and certification.

Certification and accreditation Systems (Europe, Spain, Catalonia).

IV. Training for work professionals

Professional profiles.

Professionals competences and functions.

Training of trainers.

Methodology

The subject methodology focuses on student learning. To achieve this principle, the student must be active and independent throughout the process, being teachers' mission the help in this task. In this way, the subject is structured in 3 types of activities:

- **Classroom activities**: Activities in which teacher is the main protagonist (we are talking about **theoretical explanations** in which the teacher takes an active role without underestimating the student's participation in the process) and activities in which the learner is the main protagonist (**team work**).

-The learning **activities monitored** are those done outside the classroom under the teacher management tasks for the development of the subject can be proposed (cooperative learning activities, individual learning activities, individual and collective tutoring activities in classroom or using the UAB Moodle, …)

The **autonomous activities** are conducted outside the classroom and are a complement to the learning that can be achieved through classroom activities and activities monitored (personal study, readings, information research,...)

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Group work	15	0.6	2, 1, 6, 3, 5, 7
theoretical explanations	30	1.2	2, 1, 3
Type: Supervised			
Work group	30	1.2	2, 1, 6, 3, 5, 7
Type: Autonomous			
Autonomous	75	3	2, 1, 3

Evaluation

THEORETICAL EXAM:

In the final part of the subject (21 al 25 de January), a theoretical exam shall be performed according to the contents and learning outcomes as specified. This exam will be necessary to overcome (equal to or greater than 5 rating) to pass the subject. If qualification is under 5, it will enable a specific day in the week between semester (del 4 al 8 February), for recovery at the end of the subject.

PRACTICAL EXERCISES:

During the development of the subject, 2 report/practice activities/exercises (group) will be conducted. The reports/practice activities/exercises will be delivered at the end of block 1-2 and at the end of block 3-4. Practices are held in groups and may be presented in the seminar.

We will have to approve all practices (equal to or greater than 5 score) to pass the subject. If qualification is under 5, a specific day in the week between semester (del 4 al 8 February) will be enabled for its new delivery and possible recovery.

* Both plagiarism or copying in a practical test, report, activity, exam, ... is sufficient reason to suspend the subject.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
2 Report/ practice activities/exercises (group)	45%	0	0	2, 1, 6, 3, 4, 5, 7
Presenting and explaining the reports in the big group, and active participation in the classroom.	10%	0	0	4, 5
Test/Exam (written and individual)	45%	0	0	2, 1, 6, 3

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