

Models and Strategies for Education and Training in Organisations

Code: 103521
ECTS Credits: 6

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Teachers

Antoni Navío Gámez

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 in 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 aims 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

Competences

- 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

Our teaching approach and assessment procedures may be changed if public health authorities impose new restrictions on public gatherings for COVID-19

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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, 9, 10 |
| Type: Autonomous | | | |
| Autonomous work | 75 | 3 | 2, 1, 4, 7, 8 |

Assessment

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: Individual theory test of Units 1 to 7, 50%

Block 2: Group works to be developed along the academic year, in relation to the main themes of the course, 40%

Presentations: 10%

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.

The date of the exam is at the end of January 2022. The recovery will be first the week February 2022 .

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---------------|-----------|-------|------|-------------------------------|
| Essays | 40% | 0 | 0 | 2, 1, 5, 4, 7, 3, 6, 8, 9, 10 |
| Exam | 50% | 0 | 0 | 2, 1, 4, 7, 10 |
| Presentations | 10% | 0 | 0 | 5, 7, 3 |

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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9. Pedler, M; Burgoyne, J; Boydell, T. (1997): The learning company. A strategy for sustainable development. Mc Grall Hill, London.
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Enllaços web:

<http://www.fundaciontriptartita.org/s>

<http://www.cedefop.europa.eu/>

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

<http://www.conforcat.cat/principal.asp>

http://ec.europa.eu/education/llp/doc1943_en.htm

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

Software

No needed