

Degree	Type	Year
Psychopedagogy	OP	1

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There are not special requirements to attend this course once you have accessed the Master.

Objectives and Contextualisation

The Psychopedagogy in Organizations Course has some e basic characteristics that define its design:

1. Is an optional course.
2. It focuses on the internal or institutional perspective of educational and labour organizations, thus it is essential to have an elementary knowledge of the structure, objectives, dynamics and relationships established in educational institutions and organizations; since these subjects will be developed around organizational elements of the content and strategies.

The main objectives are:

- To develop competences to describe, implement and innovate programs, educational psychology units and services in educational institutions and organizations.
- To acquire skills in managing people, projects and psychological care resources.

Learning Outcomes

1. CA17 (Competence) Implement and evaluate diagnostic, assessment, guidance and counselling programmes to optimise the teaching-learning processes.
2. CA18 (Competence) Design actions that allow for the dynamisation of socio-educational teams in educational and work institutions, attending to the different individual and group educational needs identified through psycho-pedagogical assessment and diagnosis.
3. CA19 (Competence) Establish guidelines in the management and development of the work of the teaching teams of the socio-educational and work centres of infant and primary education in order to provide a coordinated and effective response from a psychopedagogical point of view.
4. KA14 (Knowledge) Describe the conceptual basis of the structure, aims, dynamics and relationships that are established in educational institutions and organisations.
5. KA15 (Knowledge) Critically interpret the principles, values and procedures that govern the practice of psychopedagogy in organisations.
6. SA25 (Skill) Analyse the organisational development of socio-educational and work centres, evaluating their structure, aims, dynamics and relationships.
7. SA26 (Skill) Plan guidance and psychopedagogical counselling programmes/services that allow for an optimisation of the teaching-learning processes.
8. SA27 (Skill) Design proposals that encourage collaborative work between professionals in socio-educational and employment centres.

Content

Teaching in catalan and spanish

The contents are intended to provide a holistic perspective of the subject. For this reason, the table of contents is organized following a spiral sequence instead of a linear sequence.

The course's topics are as follows, although they will be not always covered in the same order:

1. Organizations linked to innovation and quality.
2. Stages of organizational development.
3. Design and development of programs and services oriented to change in organizations. Education commissions and training departments.
4. Design and develop programs and services for individuals. Tutorial action plans.
5. Networks and cooperative organizations.
6. The role of the Psychopedagogical professional in organizations
7. Organizations and human resources nowadays
8. Departments of human resources and psychology: organization and management.
9. Human resources policies and the role of the Psychopedagogical professional in organizations: management by competencies, selection, reception and professional evaluation.
10. Human resources policies and professional development: dual and continuous training, human resources development and career planning.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Case study and good practices presentation	10	0.4	CA19, SA26, SA27, CA19
Discussion of texts and audiovisual materials	10	0.4	KA15, SA25, KA15
Guest speaker's conferences (if applicable)	10	0.4	KA15, SA25, KA15

Introduction and content presentation	30	1.2	CA19, KA14, CA19
Type: Supervised			
Case study and good practices solving	40	1.6	CA18, CA19, KA14, KA15, SA25, SA26, SA27, CA18
Literature review	15	0.6	KA15, SA25, KA15
Literature review and written assignments	10	0.4	KA14, KA15, SA25, KA14
Type: Autonomous			
Case solving	75	3	CA18, CA19, KA14, KA15, SA25, SA27, CA18
Formal learning activities	25	1	CA17, KA14, SA26, SA27, CA17
Literature review	25	1	KA15, SA25, KA15

'Psychopedagogy in organizations' course combines several methodological strategies. On one hand, lecture sessions are planned and students are expected to participate in and lead class discussions.

On the other hand, required and recommended readings for each course topic will be provided. Several case studies will be analysed as a part of course assessment, either with a real case on human resources policy or with a case study focused on Psychopedagogical professional in organizations.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Case study on a human resources policy	50%	0	0	CA17, CA18, CA19, SA25, SA27
Development of an intervention project	25%	0	0	CA17, CA19, KA15, SA25, SA26, SA27
Portfolio	25%	0	0	CA19, KA14, KA15, SA25, SA26, SA27

To pass the Module you will need:

Continuous assessment:

- Elaboration of a learning portfolio (25%). This is a self-assessment report that includes a synthesis and assessment of the different classroom sessions, class attendance and participation in the scheduled tasks and activities, the use and content of the individual and group tutorials, etc. The competences attained, the learning achieved and an assessment of the usefulness and professionalisation of the module must be evidenced. Portfolio with the analysis of two compulsory readings (individual work) to be handed in (3+3=6 pages), the report of your class sessions (individual work; 12 pages).
- Elaboration and oral defence reduced group of an intervention project (25%). Defended on May 6th.
- Individual case (45%) on May 6th.

Students who do not present any of the evidences specified above will be graded as 'Not Presented'.

The recovery of the continuous assessment: will be on May 27th.

Single assessment: consists of the elaboration of a learning portfolio (25%), the elaboration and oral defence individual of an intervention project (25%) and an individual theoretical-practical test - written and oral (50%). These three activities will take place on 6 May. The same recovery system will be applied as for the continuous assessment: the activities will be done on May 27th.

Aspects to take into account:

The return, review, or grading of submitted work will be completed within a period not exceeding 20 working days.

This course adheres to the professional ethical principles of the discipline.

The use of Artificial Intelligence (AI) technologies is allowed in this course exclusively for support tasks, such as text correction, translations, idea generation, initial content organization, or preliminary conceptual exploration. These tasks may not, under any circumstances, replace the systematic processing of data or the student's core responsibilities as the author of the work, such as original writing, management and processing of personal data, critical analysis, or discussion of results.

Students must clearly identify which parts of the work have been generated with AI technologies, specify the tool used (including version and specific function), and include a critical reflection on how the use of AI influenced the process and final outcome of the work. This reflection may be included either in an appendix or in the methodology chapter, as appropriate.

Lack of transparency in the use of generative AI tools will be considered academic dishonesty and may lead to partial or total penalties in the grade, as well as more serious sanctions in severe cases, in accordance with institutional regulations.

Additionally, students must demonstrate that the AI tools used comply with appropriate standards for confidentiality, data security, copyright protection, and content reliability, as established by ethical and editorial best practices in research.

Bibliography

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- Tejada, J. (2007). La innovación formativa. En, Tejada, J. i Giménez, V. (Coord.). *Formación de Formadores. Escenario institucional* (pp. 631-712). Thomsom.

- WEB LINKS:

- <https://www.fundae.es/>
- <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 software is required.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TEmRD) Teoria (màster RD)	1	Catalan	annual	afternoon