

**COURSE DATA****DATA SUBJECT****Code:** 33723**Name:** Organisational training**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Organisational Training	COMPULSORY

COORDINATION

VALERO CARRERO SUSANA

SUMMARY

The degree in Pedagogy equips students with the competences (knowledge, skills, and attitudes) necessary to explain and understand the theoretical and practical foundations of educational processes across various contexts and pedagogical settings, applying criteria of effectiveness and quality. Additionally, it aims to foster in students a solid understanding of the agents, resources, and processes that define and/or contextualize the professionalization, integration, and job performance of pedagogical work in different educational environments. This is based on a comprehensive conception of education and of the formation of individuals and society. Finally, the degree seeks to develop critical thinking and ethical responsibility in the analysis of social realities, as well as in the understanding of knowledge and competences grounded in educational research and pedagogical practice.

It is important to note that the pedagogue is an expert in educational systems and processes, whose academic training qualifies them to carry out functions such as analyzing educational situations in diverse contexts, designing comprehensive programs, actions, and projects suited to these contexts, and monitoring and evaluating the programs, actions, and projects implemented in each educational setting.



Among the many contexts in which these tasks can be carried out is the *organization* or company. This context highlights a key relationship: that between education and work, allowing us to reflect on the role of training and education within organizations. Typical professional tasks in this context include intervention, planning, management, diagnosis, consultancy, design, and evaluation.

This context provides the foundation for the course you are about to begin, whose main objective is to help develop specific competences related to two professional profiles within this degree program: training consultant and manager within organizations, and trainer of trainers.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

To work effectively in this course, it is recommended that students have previously studied the characteristics of education in its broadest sense, developed a systemic understanding of educational processes, explored the relationship between education and work, and had prior experience with the design of educational projects in non-formal settings.

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

Capacidad crítica y autocrítica.

Capacidad de adaptación a situaciones nuevas.

Capacidad de aprendizaje autónomo a lo largo de la vida.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Capacidad de gestión de la información.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad de trabajar en equipos multi e interdisciplinarios.

Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.



- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.
- Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Conocer y comprender los procesos de enseñanza aprendizaje y su incidencia en la formación y desarrollo integral de las personas y comunidades.
- Desarrollo de la innovación y la creatividad en la práctica profesional.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.
- Develop quality management models and processes for education and training.
- Develop the capacity for organisation and planning.
- Diagnosticar necesidades, situaciones complejas y posibilidades de las personas para fundamentar las acciones educativas.
- Iniciativa y espíritu emprendedor.
- Organise and manage schools and educational institutions, services and resources.
- Show commitment to professional identity, development and ethics.
- Skills in analysis and synthesis.

DESCRIPTION OF CONTENTS

Topic 1. Education, Work, and Training

- Initial training in soft skills and the transition from education to employment
- The impact of Emotional Intelligence in organizations and the importance of its development
- Values and attitudes in the workplace
- Creativity development and innovative programs for organizations

Topic 2. Why Are Organizations Created?



Organizational learning: Fordism and Taylorism

Learning organizations

The human relations approach (HR)

Total Quality Management (TQM)

Organizational modernity and postmodernity

The role of the pedagogue in organizations

Topic 3. What Is Corporate Training?

Educational action within organizations

Conceptualization: indoctrination, training, upskilling, and professional development

Management of shared values and beliefs: culture as a facilitating variable in educational programs; mission, vision, and values

Educational needs in organizations

Resources, materials, objectives, and cooperative methods

Training managers: the management team

Topic 4. Needs Assessment in Organizations

Job functions: What is done, and under what conditions?

Job profiles

Trainer assessment: competencies

Performance evaluation

Questionnaires: structured, open-ended, and mixed

360° needs assessment



Evaluation models

Topic 5. Annual Training Plan Design

Learner profiling: models and strategies

Training objectives: typologies and objective writing

Selection of training content

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	30,00
Independent study and work	28,00
Preparation of lessons	19,00
Preparation for assessment activities	8,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

Participatory Lecture: A structured presentation of information (teacher¿students; students¿students) aimed at activating motivation and cognitive processes.

Case Study: A technique in which students analyze professional situations presented by the teacher in order to achieve experiential conceptualization and seek effective solutions.

Cooperative Learning: Teaching strategies in which students work in small groups on learning activities and are assessed based on the productivity of the group. It can be considered either a method among others or a general working philosophy.



Learning Contract: An agreement that binds two or more individuals or parties. Increasingly, teachers establish contracts with their students to guide the achievement of learning objectives through autonomous work proposals.

Tutorials: A follow-up methodology for learning tasks within a course, aimed at motivating students, enhancing self-esteem, and facilitating prospective feedback on their learning progress.

Project-Based Learning: A strategy in which the final outcome of the learning process is a project or a professional intervention program, around which all formative activities are structured.

Project Presentation Seminar: A methodology for in-depth exploration of various project design experiences, in which students present the outcomes of their projects to the class for discussion and critical reflection from different perspectives.

Individual Portfolio: A didactic methodology and formative assessment tool through which students demonstrate their knowledge and competencies in a given learning area. It serves as a file or record that documents the student's experiences and achievements.

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EVALUATION

Initial Assessment

Through a questionnaire and/or homework that will assess basic prior knowledge of the subject.



Continuous Assessment

Through portfolios that integrate student work throughout the learning process: reading summaries, essays, questions, practical activities, problem-solving, project and program development, cooperative work, etc. (50% of the grade, including class activities)

Final Assessment

Through a final oral or written theoretical-practical test in which the student demonstrates mastery of the subject-specific skills. In the specific case of this subject, this test consists of an oral presentation of the project completed by the cooperative team to the class. (50% of the grade)

Self-Assessment

The student's assessment of the learning process will help the instructor refine the grade, taking into account the student's maturity and self-critical capacity.

UV REGULATIONS ON FRAUDULENT ACTIONS AND USE OF GAI

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).



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