



## COURSE SYLLABUS

# Competence Development in the Workplace, 7.5 credits

*Competence Development in the Workplace, 7,5 högskolepoäng*

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<b>Course Code:</b>	LCDK18	<b>Education Cycle:</b>	First-cycle level
<b>Confirmed by:</b>	Director of Education May 22, 2018	<b>Disciplinary domain:</b>	Social sciences
<b>Valid From:</b>	Aug 1, 2018	<b>Subject group:</b>	PE1
<b>Version:</b>	1	<b>Specialised in:</b>	G1F
		<b>Main field of study:</b>	Social Sciences

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### Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- describe classic and contemporary theories of adult learning
- outline the development of workplace learning and competence development in a digitalised world

Skills and abilities

- apply theories of adult learning in planning, implementation and evaluation of an educational session

Judgement and approach

- critically reflect on the contemporary development of learning in the workplace

### Contents

- Theories of adult learning
- Human resource development
- Learning in the digital age
- Planning, implementation and evaluation of education and learning

### Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

An e-learning platform is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

**Prerequisites**

General entry requirements and 30 credits in Business Administration or Psychology, or the equivalent. English proficiency is required. Exemption is granted from the requirement in Swedish (or the equivalent).

**Examination and grades**

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on instruction and course literature.

Forms of examination: one seminar, one group presentation and one individual written examination.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

To receive the final grade of the course the student needs to pass three examinations: a seminar, a group presentation and an individual written examination. The individual written examination determines the final course grade.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student is entitled to request that the next examination be assessed and graded by a new examiner. The decision to accept or reject such a request is made by the vice dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Seminar	1.5 credits	U/G
Group presentation	1.5 credits	U/G
Individual written examination	4.5 credits	A/B/C/D/E/FX/F

**Course evaluation**

The instruction is followed up throughout the course. At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student representative/student representatives (course developer/s). The evaluation, which is published on the relevant e-learning platform and submitted to the administration, is to function as a basis for future improvements to the course.

**Course literature**

King, Kathleen, P. (2017). *Technology and innovation in adult learning*. San Francisco, California: Jossey-Bass. 304 p. Available as an e-book at the library.

Knowles, Malcolm S., Holton, Elwood F., & Swanson, Richard A. (2015). *The adult learner: the definitive classic in adult education and human resource development*. (8. ed.). Milton Park, Abingdon, Oxon: Routledge

Scientific articles with a maximum of 120 pages in total.

**Reference literature****Citing Sources – How to Create Literature References**

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

**The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

<http://pingpong.hj.se/public/courseId/10565/publicPage.do>

Also available in the course event on the e-learning platform PING PONG