

TRAINING PLAN FOR TEACHING AND RESEARCH STAFF OF UNIVERSITY REY JUAN CARLOS

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1. Presentation

Article 2 e) of the LOMLOU (*Organic Law to amend the Organic Law of Universities*) states that university autonomy includes, among others, the training of the teaching and research staff, as well as the determination of the conditions in which they are to carry out their activities. Likewise, in Article 39, this law states that one of the essential objectives of the university is the training of researchers.

On the other hand, the "I Collective Agreement of the Teaching and Research Staff of the public universities of the Community of Madrid" and the "General Agreement on training, social action, occupational health and trade union rights signed by the Public Universities of Madrid and the trade unions, CC.OO., FETE-UGT and CSI-CSIF" include different aspects related to the training of teaching staff that have been included in the Plan presented here.

Similarly, the Strategic Plan 2020-2025 of the URJC envisages the implementation of *a general training plan* to be designed, disseminated, and executed annually, as well as a system of accreditation of such training. Specifically, the training plan presented here contributes, above all, to the achievement of strategic objectives 1,2,3, 4 and 10, established in the Strategic Plan: objectives 1 and 2 aim to improve the quality of our teaching activity by promoting methodological innovation, objective 3 aims to increase scientific productivity, objective 4 seeks to contribute to the productive development and welfare of society, transferring knowledge and objective 10 bets on achieving a university accessible to all, critical and plural, committed to gender equality, healthy and respectful of the environment, and always committed to development and social transformation.

Furthermore, the University Rey Juan Carlos considers the ongoing training of its Teaching and Research Staff (PDI)¹ to be a fundamental aspect of quality assurance, insofar as this has a positive impact on the improvement and innovation in teaching, research and academic management of the University.

With regard to the teaching function of the PDI in the preparation and design of this plan, the training needs required by the current learning scenario have been taken into account: on the one hand, actions have been contemplated to tackle the structural changes in curricular design and competency-based learning in which the need has been detected, and on the other, emphasis has been placed on training in teaching methodologies and assessment processes. The research work of the PDI also deserved attention, especially in

¹ Throughout this document, PDI will be used to refer to all teaching and/or research staff at the University.

the initial stages of research training, including training actions that develop some of the capacities for research, innovation and transfer of knowledge. The academic management function has had its place, and training actions have been incorporated to work on those competences that have been considered necessary and that complement the teaching and research functions of the PDI.

All this has been accompanied by a review of the different competences that URJC teaching staff may acquire or complement in the development of their functions, which has led to the construction, in parallel to this document, of the URJC PDI Competence Framework (MACOMPdi).

The structure of the Training Plan and the organization of competences reflected in the MACOMPdi, is built with the aim of guiding teachers who need it, in their initial and continuous training and, at the same time, to organize the catalogue of training actions presented in the Training Plan itself.

Please note that the two documents referred to, the URJC PDI Competence Framework and the Training Plan presented here, are two initial documents, built based on the training already existing at the University and considering the resources available at this time. Therefore, these initial action frameworks are totally dynamic and will be renewed annually once the evaluation and monitoring of the Plan have been carried out, and the different competences of the MACOMPdi have been updated by the Joint Training Committee. More specifically, it should be noted that the competences (and their level of achievement) included in this initial MACOMPdi are those that are going to be developed because a specific training need has been detected and, therefore, the corresponding training action has been included in the Plan's catalogue.

This flexible vision will make it possible to complete and update the different competences initially reflected in the competency framework, always bearing in mind the main objective of building the training offer for the teaching and research staff according to the needs detected, as we understand that many other competences in teaching, academic management and research are also acquired through the performance of these functions.

On the other hand, and with the aim of facilitating the selection and programming of the URJC PDI continuous training, as well as promoting the personalization of the training actions offered, the training plan includes a Personal Training Itinerary (IPF) as the main measure. As a complement, some Recommended Training Itineraries (IRF) are introduced, for the new teaching staff as well as for the teaching staff who

teaches in blended qualifications. These itineraries are intended to be an additional tool to the catalogue of training actions offered for the teaching staff who need this "Guide" in their initial and continuous training.

The URJC has the "URJC-2030" Project which promotes and coordinates the efforts of the university community around the 17 SDGs of the "Agenda 2030". As can be seen throughout this text, the training offered to the URJC's PDI will seek to promote the development of the teaching staff, by a transversal consideration of the training in different Sustainable Development Goals (SDG), and whose competences are defined in area 6 of the MACOMPdi. This training is aimed at obtaining the skills that enable their transfer and integration into the different functions of PDI and, therefore, at reaching the training received by the student body and the society, thus ensuring an inclusive university education.

Finally, another of the major aspects considered in the development of this plan has been the digital transformation, always present in any training context. Different digital competences have been established in area 4 of the MACOMPdi and its corresponding training actions in the Training Plan considered necessary at this time of the preparation of the Plan, to develop with quality the different functions of any PDI (teaching, research and academic management); such functions will be modified and updated according to the needs that are collected annually in the development of the monitoring and evaluation of the Plan.

2. Context

Today, the University Rey Juan Carlos, founded in 1996, has six Faculties and Schools (Faculty of Legal and Social Sciences, Faculty of Communication Sciences, Faculty of Health Sciences, Higher School of Experimental Sciences and Technology, Higher School of Telecommunications Engineering and Higher Technical School of Computer Engineering). In addition to these Faculties and Schools for the teaching of postgraduate degrees, the Official School of Masters and the International School of Doctorate have been created to offer the official studies of university Masters, own qualifications and doctoral studies under different Doctoral Programmes.

The University has different campuses in the Community of Madrid: Aranjuez, Alcorcón, Fuenlabrada, Móstoles and Madrid (with several sites in the capital). To ensure quality management between all the Faculties and Schools, there is a structure of Delegated Teaching Units. Likewise, the lecturers attached to a department can teach in any Degree or Master's Degree and on different campuses.

The URJC offers Bachelor and Master's degrees in different modalities, including English and blended learning. The URJC also offers a wide variety of master's degrees and Doctoral Programmes. Moreover, among the different degrees offered by the university there is an important number of degrees under the format of Joint Programming of Official Degrees (PCEO). The widest offer of this kind of degrees in Spain.

On the other hand, this training plan has been designed always having in mind the URJC Innovation Plan. In fact, the first actions to detect training needs were carried out together with the responsible staff for the Innovation Plan.

3. Objectives

The **general objective of** this Training Plan is to facilitate and promote the professional development of the University PDI by proposing a Personal Training Environment with different training itineraries, with the purpose of acquiring and updating the technical-pedagogical, research and academic management skills adapted to their needs.

The specific objectives are set out as follows:

- To draw up a diagnosis of the PDI training needs, bearing in mind the different existing training actions and the competence profile established within the URJC Teaching and Research Competency Framework.
- To define the way for each teacher to build his or her Personal Learning Environment (PLE).
- To promote the human development of the staff targeted by this plan, bearing in mind the competencies needed to contribute to the advancement of the Sustainable Development Goals (SDG).
- To enhance the use of the resources that are necessary to carry out this plan by promoting synergies between the different Centers, Departments and management bodies of the URJC, as well as between the different groups of the university community.
- To coordinate the different actions that affect the development of the training plan, with the objectives established in the university's strategic plan, the teaching activity assessment programme and the teaching innovation plan.

- To establish the necessary mechanisms to plan, coordinate, supervise and evaluate the use of the different training actions established in the plan.

4. Addressees

The Training Plan is aimed at all teaching and research staff at the University Rey Juan Carlos. To ensure participating in the training actions, applicants must belong to one of the university's groups, while priorities may be established according to the training profile, both with respect to the courses on offer and the needs of the applicants. The admission criteria are set out in the point 9 of this plan and in each of the proposed training actions.

5. Diagnostic phase: detection of training needs

Once the context of the URJC was analyzed, several actions were carried out aimed at:

- Collecting and compiling all the information available to date regarding previous training plans and actions, as well as learning about the various training actions that were already being carried out by the different Vice-Rectorates and other Units.
- Identifying the existing synergies between all the training offered by the URJC from the different Faculties/Schools, to take them into account throughout the different academic years.
- Detecting the training needs that might have been expressed by the different agents and groups of the University.

The actions (temporarily organized) that have been carried out in this diagnostic phase are described below.

In January 2019, the structure of the Innovation Center for Digital Education (CIED) was modified, by agreement of the Governing Council, to create specific Training and Innovation units.

The analysis began in February 2019, by gathering information on the training map that was being offered to the URJC PDI from the Innovation Center for Digital Education, the different vice-rectorates and the units or offices depending on them, as well as from other units like the Library or the University Languages Center.

At these meetings, the training actions that were already being carried out were analyzed, and this made it possible to identify the existing synergies regarding the training of the PDI.

In May 2019, the Vice-Rector's Office for Quality, Ethics and Good Governance conducted a survey to detect training needs among all the teaching staff at the University. As shown in Figure 1, most of the teaching staff demand training in methodologies, results and competences for face-to-face teaching, and also other aspects related to academic management (in quality, preparation of degree reports, administrative procedures, regulations and legislation, etc.). Please note that those lecturers who have been more directly involved in teaching quality assurance procedures are those who demand a greater proportion of diverse training activities.

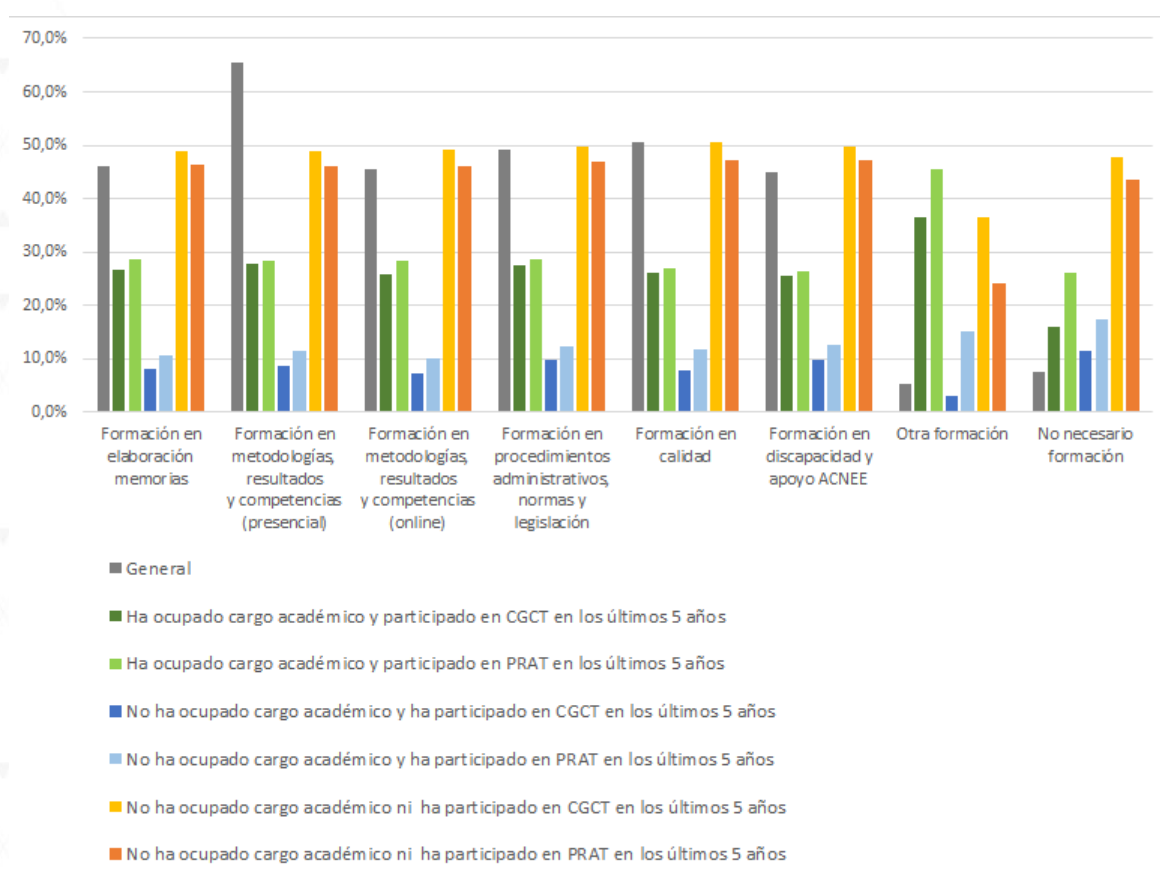


Figure 1. Graphical representation of the results of the survey on training needs conducted among the PDI (CGCT: Degree Quality Assurance Committee. PRAT: Degree Accreditation Renewal Process).

Analyzing the open field responses received, it was found that new training activities were required in relation to active teaching methodologies, use of new technologies, teaching innovation, preparation of teaching materials, public speaking techniques, training and advice on disability and SEN, accreditation processes and aspects related to the research career of the PDI. Furthermore, it was also detected a need to create a welcome or an introductory course to the university for new teachers (something that was also highlighted in several of the meetings held with the academic heads of center and of departments), as well as a course in teaching coordination tasks (a need that

was also raised by the vice-rectors' offices for Quality, Ethics and Good Governance and Academic Organisation, and by the Official School of Masters).

Between May and November 2019, initial meetings were held with groups of experts from the different Faculties and Schools of this University (directors, deans and directors of different departments) as well as vice-rectorships and the units or offices depending on them. These first actions were carried out together with those in charge of the URJC Innovation Plan. These meetings allowed transferring information about the implementation of this Training Plan and obtaining a clear overview of the each Center's needs.

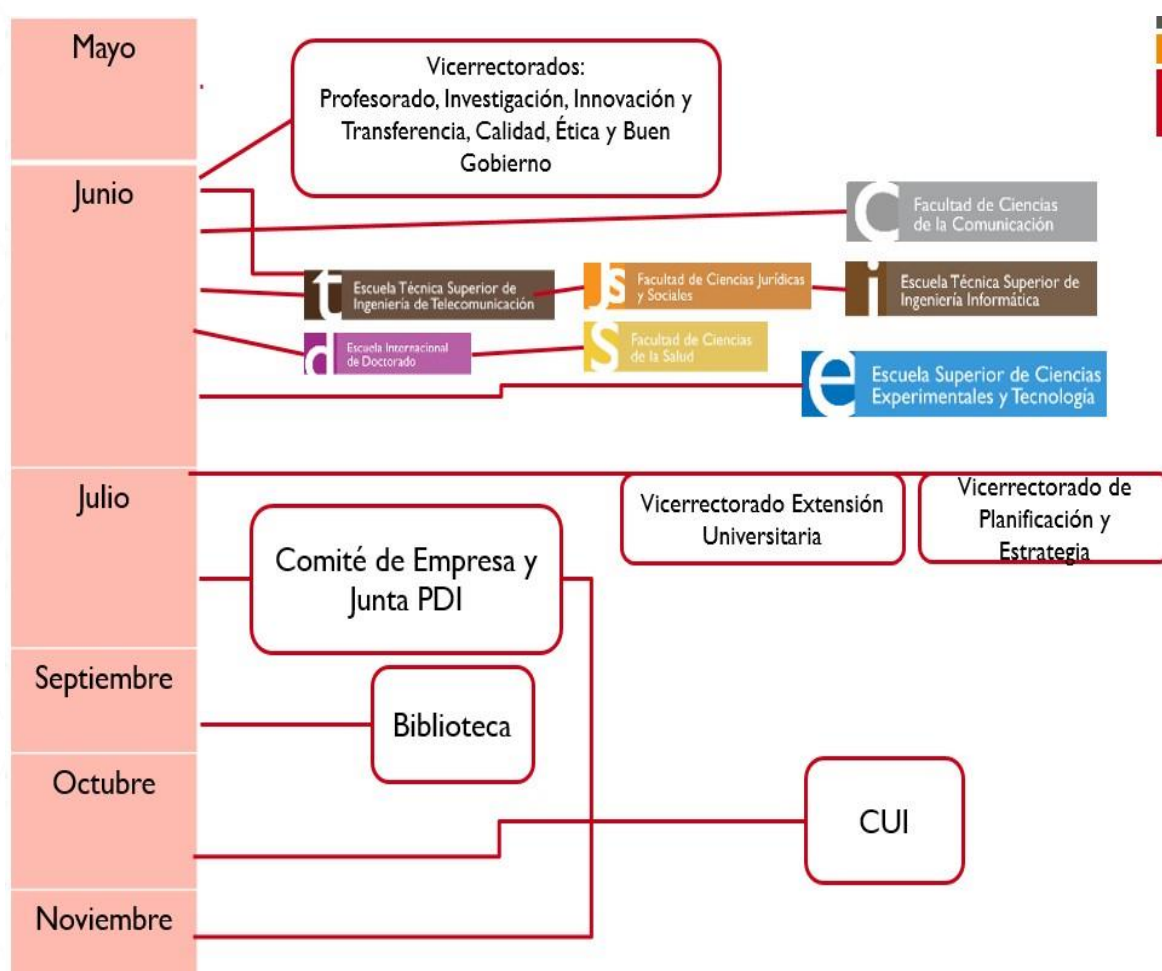


Figure2 . Calendar of meetings

In July 2019, meetings were held with employee representatives and the URJC government team to inform them of the start of the design of the plan and with the aim of bringing together all those initiatives that could contribute to the improvement of the design of this Training Plan. A representative of the Board of PDI and a representative of the Works Committee joined the work.

In November 2019, within the framework of the I Teaching Innovation Week, the first Coordinators Meeting was held, which served as a communication space and an opportunity to complement the needs detection analysis. This time, the information was passed on to the degree coordinators to ensure it would reach the entire PDI. In one of the sessions, all the actions described above were reported, while it was requested that any need identified by the PDI should be sent by electronic mail to the following address online.plandeformacion@urjc.es . Training needs were detected regarding methodological issues and also in specific training for the use of technological tools.

Once the training needs for this Plan 2021 are detected, and to identify new training needs, information on the training demands will be collected from all teachers by means of an annual survey.

All these actions allowed gathering relevant information about the current needs regarding teacher's training. The various proposals have been incorporated into this plan, expanding the study on competence development needed by the URJC PDI, and contributing to the construction of **the URJC PDI Competence Framework (MACOMPdi)**, which is described in the following section.

6. Design

To ensure that the new training plan comprehensively addresses the identified training needs, we have chosen an innovative design adjusted to the variety of competence needs that teachers must apply and use within the URJC.

For this reason, and considering the specific context of the URJC, the design phase of the new Plan began as soon as the needs analysis was done.

Thus, on January 22, 2020, the commission for the development of the Training Plan was formally constituted, a commission that from January to July has carried out its work by holding regular weekly meetings. Representatives of the vice-rectorships for Teaching Staff, Digitalization and Quality, Ethics and Good Governance, representatives of the Innovation Center for Digital Education (CIED), a member of the Works Council, a representative of the PDI Board and a representative of the General Management Office have participated in this commission, where the Competence Framework of the URJC PDI has been drawn up, in its initial version, aiming at serving as a basis for organizing the structure of all the training actions to be established in the future training plan.

At the end of the academic year 2019/2020, the work carried out by the commission was presented to the Deans of the Faculties, the Schools Directors, the Directors of the Departments and the representatives of the different trade union sections of the URJC, with the purpose of gathering as many opinions as they considered appropriate.

In July 2020, the union sections of the University requested the creation of a Joint Training Committee as guarantor and responsible for the design and development of the PDI Training Plan. Such Joint Training Committee was created in October 2020.

Besides, the innovative design of this Plan has allowed defining the different training actions at the same time as the Competence Framework of the URJC PDI is being drawn up. Thus, the training offered will consider the competence profile established in the framework. This framework will serve as a reference to establish the structure and design of the training offered.

As already mentioned in the introduction, these initial documents will gradually incorporate new training offers throughout the different academic years. It is important to mention that the specific training by fields of knowledge will be developed in the following plans and will include the activities referred to in the point 8 of this Plan.

Please note that the construction of the MACOMPdi has made it possible to organise the training offered to the PDI according to individual needs, encouraging a Personal Training Itinerary (IPF) and creating some Recommended Itineraries (IRF) to support the training of new teachers and teaching staff who teach blended learning mode.

The incorporation of these Personal Training Environments (PTE) aims at providing teachers with a tool they can use as a guide for selecting their initial or in-service training.

6.1. Competence Framework URJC PDI

Today, the competency-based approach has led to a substantial transformation in the way teaching is carried out in university classrooms. The acquisition and updating of different pedagogical skills and the digital transformation in the field of education is a reality. Teaching staff must have enough competences to carry out their three functions: teaching, research and academic management, in an environment in which more and more technological resources and tools are used to collaborate, select information and obtain feedback on students' learning processes. In addition, the Organic Law on Universities 2/2001 establishes research and knowledge transfer as one of the essential functions of the University, which derives from its key role in the generation of knowledge and its ability to stimulate and generate critical thinking, the key to any scientific process.

Aiming at creating a training system capable to guarantee quality in the development of the teaching staff's functions through their professional profile and, at the same time, providing a coherent structure to the Plan itself, to provide teaching staff with a reference guide for the detection of their training needs, the MACOMPdi has a structure made of six competence areas: Teaching (1), Research, Innovation and Transfer of Knowledge (2), Academic Management (3), Digitalization (4), Internationalization (4) and University Sustainable Development Goals (6).

However, it is important to add that this Competence Framework is still at its initial stage (simply built after detecting the immediate training needs of the URJC PDI, collected during the 2019/2020 academic year.

The table hereinbelow shows the competences initially defined in each of the established competence areas.

Code	Competences
AREA 1: TEACHING	
CA1DG	General Didactics
CA1MD	Teaching methodologies
CA1EA	Learning assessment
CA1CO	Educational communication and interpersonal skills
AREA 2: RESEARCH, INNOVATION AND TRANSFER OF KNOWLEDGE	
CA2GI	Research Management
CA2IT	Innovation and transfer of research results
CA2MI	Research Methodology
CA2DI	Research Dissemination
AREA 3: ACADEMIC MANAGEMENT	
CA3DC	Curricular Design
CA3GC	Quality Management
CA3CD	Teaching coordination
CA3AP	Teacher accreditation
CA3LN	University legislation and regulations
AREA 4: DIGITALIZATION	
CA4CC	Content creation
CA4CO	Digital communication and collaboration
CA4PIA	Management and use of applied software
CA4SD	Digital Security
CA4GD	Digital Management
AREA 5: INTERNATIONALIZATION	
CA5ID	Teaching Internationalization
CA5II	Research Internationalization
AREA 6: SDG AND UNIVERSITY	
CA6IG	Equality
CA6IN	Inclusion
CA6DH	Human Rights
CA6SO	Sustainability
CA6EM	Emotional Resilience
CA6CL	Free Culture
CA6SA	Health and Wellbeing

Figure3 . Competence areas and associated competences

6.2. Personal Training Environments (PTE)

The Training Plan provides several customization possibilities for competence training. Overall, teachers will build their own Personal Training Itinerary (PTI) but, in addition, they have a series of Recommended Training Itineraries (RTI). To start with, only two RTI have been envisaged: one that targets new teachers, and another that targets teachers who teach in blended learning programmes.

The two proposed personalization pathways are a tool that can serve as a guide for the teaching staff who might need it to organise their training with the purpose of achieving and reaching a specific level of development of the competences identified in the University PDI Framework of Competences: teaching competences, research, innovation and transfer of knowledge competences, academic management competences, digital competences, internationalization competences and competences that develop the University Sustainable Development Goals (SDG) at the University.

6.2.1. Personal Training Itinerary (PTI)

The Personal Training Itinerary (PTI) is the training path chosen, individually and personally, by the recipients of this Plan; it is made up of a set of courses, workshops and other training activities, selected from the entire catalogue of actions offered.

Construction of the Personal Training Itinerary

To build the PTI, the Competence Framework of the URJC PDI must be consulted. This framework is structured in 6 competence areas: Teaching, Research, Innovation and Transfer, Academic Management, Digitalization, Internationalization and SDGs in the University.

Each of these areas comprises a certain number of competences, where there is a description of each of them, as well as of the learning outcomes associated to them. This information, combined with the examination of the different training actions offered in the Training Plan, will ensure the creation of a personalized training itinerary for each teacher.

The matrix of the catalogue of training actions, available in the point of 11 of this plan, associates the different competences to the training actions where they can be acquired, and offers the information that is necessary to select those courses/workshops that best adapt to individual training needs. As can be verified, each training action will develop different competences; for this reason, the dominant competence, which is the competence that shall be worked on to a greater extent during that training, shall always have to be kept in mind.

With the help of the information contained in the above-mentioned matrix, it is proposed to select the training actions associated to the competences that request a higher level of success. At this stage, we suggest choosing a moderate number of competences (selecting 2 or 3 dominant competences would be a good choice). In addition, training in a specific area or combination of areas

can also be chosen.

6.2.2. Recommended Training Itineraries (RTI)

The Recommended Training Itinerary means different sets of training actions that have been selected in this Training Plan to initiate or enhance the development of certain competences, always taking into consideration the personal situation of the different target groups: new teachers and teachers who teach blended learning. These itineraries may be revised to adapt them to the real situation of the action context.

The following table shows the different Recommended Training Itineraries that have been designed for this Plan:

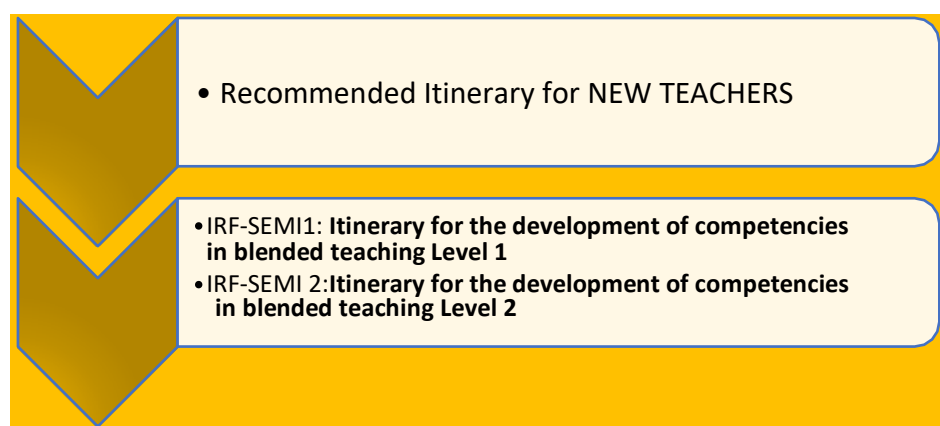


Figure4 . Recommended training itineraries.

Below you will find a description of the characteristics and requirements of the different Recommended Itineraries.

a) **Recommended Training Itinerary for New Teachers: RTI-NT**

A Recommended Training Itinerary (RTI-NT) has been drawn up to encourage the incorporation of new teachers.

This itinerary includes those training actions that should be acquired by all the newly incorporated teaching staff having less than four years experience in a university environment.

At University Rey Juan Carlos, we consider new teaching staff those teachers with the status of Assistant, Assistant Doctor, Pre-doctoral Research Staff (as included in RD 103/2019) and post-doctoral (RYC, JDC and CAM Talent), or other status teaching staff with a university teaching experience of 4 or less than 4 academic years.

The successful completion of this training itinerary shall require the completion of the following training actions and the fulfilment of the following conditions:

1. *Take the Welcome Course.*
2. *Carry out the following training actions in the areas of teaching, research and digitalization.*
 - I. *Elaboration of Teaching Guides (A101M1)*
 - II. *Teaching methodologies at the University (A201M1)*
 - III. *Tools for competence-based assessment (A103M1)*
 - IV. *Basic course on the didactic use of Moodle (A401M1)*
 - V. *Backup management workshop (A401M2)*
 - VI. *Virtual Classroom Grading Management (A401M5)*
 - VII. *E-administration, security and digital signature (A401M13)*
 - VIII. *Research Methodology (A201M1)*
3. Obtain a certificate of achievement for each of the training actions carried out.

b) Recommended Training Itineraries for blended teaching. RTI-BT1

b.1 RTI-BT1: Itinerary for the development of competences in blended teaching LEVEL 1

To achieve this training itinerary, the following training actions are to be completed:

1. Carry out the following training actions:
 - I. *Course "Virtual teaching in URJC online" (A104)*
 - II. *Basic course on the didactic use of Moodle (A401M1)*
 - III. *Backup management workshop (A401M2)*
 - IV. *Course "Use of tools to prevent academic fraud" (A401M3)*
 - V. *Advanced course on the didactic use of Moodle (A401M6)*
 - VI. *Course "Videoconference Tutoring and Teaching" (A402)*
 - VII. *Welcome day for new teachers online*
2. Obtain a certificate of achievement for each of the training actions carried out.

At the URJC, and prior to the beginning of courses, lecturers of blended teaching or distance learning degrees must have completed, at least, the courses indicated in the *procedure for blended teaching and distance learning degrees*.

b.2 RTI-BT2: Itinerary for the extension of competences in blended teaching LEVEL 2

The successful completion of this training itinerary will require the completion of the following training actions and the fulfilment of the following conditions:

1. Successful completion of RTI-BT1
2. *Carry out the following training actions in the competence areas 1 (Teaching) and 4 (Digitalization):*
 - I. Introduction to the Study Guide application (A405)*
 - II. Management of virtual classroom exams (A401M4)*
 - III. Management of Virtual Classroom Workshops. Peer review (A401M7)*
 - IV. Management of group activities in the Virtual Classroom (A401M8)*
 - V. Lesson Management as a learning resource (A402M9)*
 - VI. Task Management through rubrics and assessment guides (A401M10)*
 - VII. Creation and publication of video as a teaching resource with MS Stream and URJC TV (A406)*
3. Complete a training of minimum 20 hours of the training actions for the development of competences included in the competence area 4.
4. Obtain a certificate of achievement for each of the training actions carried out.

Effects of the Recommended Training Itineraries

Completion of the training itineraries foreseen in this programme will result in the following effects:

- Issuance of a "Certificate of training in competences" according to the training carried out. These certificates will be additional to and independent of those obtained in each of the training actions included in the different itineraries.
- It is agreed that the maintenance of the level of any itinerary will be conditioned to the successful completion of any training action included in it, which might have been updated to a later version when updating the learning outcomes of such action.
- A course can be re-accredited if a minimum of 2 years has elapsed since it was last taken, or if it has been updated to a later version.
- The accreditation and request for certificates shall be carried out ex officio by the responsible body, without prejudice to the right of the interested parties to request such certification at any time.
- For the academic year 2020/2021, the certification of a recommended itinerary may be requested at the end of the academic year.
- At the request of the interested parties, the responsible body may take into consideration courses completed in previous training plans of the University Rey Juan Carlos, which are substantially identical in the development of competences to those foreseen in this plan to create the different itineraries.

7. Types of training and organizational modalities

The different training actions set out in this training plan will follow the classifications detailed hereinbelow:

7.1. Types of training

The nature of the training offered in this Plan can be classified according to the timing, the specificity of the training and the scenario where it is given, as indicated below.

a) *Depending on the moment in which the training is received:*

- **Initial training:** aimed at both new teaching staff joining the University and PDI who are starting their training in areas they had not previously dealt with.
- **Continuous training:** aimed at all University teaching staff.

b) *According to the specificity of the training:*

- **Generic training:** aimed at all the University PDI.
- **Specific training:** training will be differentiated by Schools/Faculties and/or areas of knowledge.

c) *Depending on the training scenario:*

- **Face-to-face training:** physical space with interpersonal exchange between participants.
- **Blended learning:** physical space and virtual scenario in some sessions, with virtual and face-to-face interpersonal exchange between participants.
- **Online training:** virtual scenario with virtual exchange between participants, synchronously or asynchronously.
- **Self-training:** self-learning with the support of training materials. This type of training is mainly envisaged for the development of the initial levels of achievement in some competences or as a learning complement to a course or workshop.

7.2. Organizacional Modalities

The different types of training offered in the Plan will be organised according to the following organizational modalities:

1. **Course:** theoretical and practical training, which can be evaluated, where one or more competences are developed in depth.
Depending on the characteristics and extent of the competences to be developed, these courses may have a modular structure and will be designed as a set (*Modules*). This structure will allow teachers to personalize their training.

2. **Module:** training action that is part of a course.
3. **Workshop:** practical and applied training.
4. **Short seminar:** informative training, usually lasting less than four hours.

7. Training actions complementary to the Training Plan

Throughout the different academic years, the Faculties, Schools, Departments, Chairs, Research Groups and Teaching Innovation Groups may offer a variety of activities to complement and improve the level of achievement of the different competences developed in the Training Plan. These actions are offered in the short term and, normally, the organizational modality corresponds to that of Conferences, Seminars and Congresses; in addition, this training has a specific character for each area of knowledge. Therefore, these complementary training activities aim at developing specific competences in a particular field of knowledge.

For this reason, the training activities complementary to the Training Plan are those actions offered through the different Faculties, Schools, Departments, Chairs and Research Groups, that are not included in the catalogue of training actions of the annual training plan, but that complement some of the competences established in the Competence Framework of the URJC PDI, or that generate a new specific competence to be developed by the completion of such actions. These actions, as defined, and after being credited as a complementary activity (Point 8.2.) by the joint training committee, may be incorporated into the Training Itineraries established in the Training Plan and will obtain their corresponding certification. The Training Committee shall be responsible for receiving all requests for training accreditation and shall study their inclusion in the Training Plan for the following academic year.

The organizational modalities envisaged for this type of actions will be the following:

- **Day:** Informative action, lasting between 3 and 6 hours, concentrated in one day.
- **Seminar:** Action involving the participation of several teachers and/or researchers that incorporates a set of knowledge exchange activities, usually lasting more than 6 hours.
- **Congress:** Meeting or gathering, lasting one or more days, where teachers share knowledge about a particular field or discipline by means of lectures or exhibitions.

8. Accreditation of a training action

The Training Plan includes a catalogue of training activities that cover the different competences defined in the Competence Framework of the URJC PDI.

The flexible and renewal aspect that must be considered in an updated Training Plan, implies that the process of incorporating new training needs will require a process of accreditation.

The flexibility needed for the training to be annually updated, means that this training plan contemplates **two types of accreditations**; on the one hand, accreditation of the activities included in the Plan's catalogue (8.1.), and on the other, accreditation of the training activities defined as complementary (point 8.2.). The requirements and criteria for these two types of training actions are thoroughly detailed in the following sections .

As a rule, accreditation for a training activity may be requested during the current academic year, between September and April, for implementation in the following academic year.

In particular and specifically for this academic year 2020/2021, it will be possible to request accreditation of activities between the months of September and December, and whose implementation is carried out in the second semester of the academic year.

The joint training committee of the PDI (Point 10) will be in charge of accrediting these two types of training actions, within its competences of drawing up the annual training plan.

8.1. Accreditation of training activities to be incorporated in the Catalogue of actions of the Training Plan.

The training team expert in any of the competences covered by the Competence Framework for the URJC PDI may request their participation as responsible for a specific training action to be incorporated in the catalogue of the Training Plan.

To study the proposals, a **minimum amount of information is to be presented** in order to assess and grant the corresponding accreditation. For this purpose, the following are the minimum requirements to be included in the application:

- a) The organizational modality must be: course, workshop or short seminar.
- b) There must be a commitment to the continuity of the training action beyond a specific edition.
- c) The application form (Annex II) must be filled, detailing, among others, the competences, the learning outcomes, the methodology to be used in the development of the training action and the instrument(s) chosen to evaluate the training.
- d) The application must be submitted within the established deadlines.

At the same time, the following accreditation criteria are established:

- a) Existing interest and demand for the training proposal.
- b) Methodological quality of the proposal.
- c) Experience of the Training Team.

8.2. Accreditation of complementary training activities.

The following requirements are established for the accreditation of activities complementary to the Training Plan:

- a) The organizational modality will correspond to conference, seminar or congress (see point 7).
- b) The competences, the learning outcomes, the methodology to be used in the development of the training action and the instrument(s) chosen to evaluate the training shall be detailed.
- c) The application form (Annex III) must be filled, detailing, among others, the competences, the learning outcomes, the methodology to be used in the development of the training action and the instrument(s) chosen to evaluate the training.

Assessment criteria:

- a) Methodological quality of the proposal.
- b) Experience of the training team.
- c) Specificity of the training to be accredited.

9. Registration, admission and certification of training courses

The registration, admission and certification procedures for the different training activities included in this training plan will be granted according to the processes detailed below.

9.1. Registration and admission

Applications for registration to the different proposed training actions will be made through the Center for Innovation in Digital Education (CIDE) of the University. Once the process is completed, the admission to the training action requested will be informed.

As a general rule, the dates on which the registration deadlines will be opened will be notified to the whole PDI via e-mail and, in parallel, will be published on the service portal.

General admission criteria are established as follows:

1. Meet the specific criteria for admission to the course and described in the form of each training action.
2. Number of training activities carried out under the current plan (applications will be ordered giving priority to those teachers who have completed courses).
3. After ordering the applications according to the second criterion, and in case of excess demand, applications shall be drawn and reordered according to the letter of the first surname.
4. Compliance clause: once the above criteria have been verified, if an admitted person is unable to attend, he/she must give notice in advance. Failure to do so will result in loss of priority in the next application.

Teaching staff will have all the information related to each specific training action in the "Course Description Sheet" (see example in Annex I). To ensure publicity and transparency, these admission criteria will be published at the same time as the offer of training actions of the current plan.

9.2. Certification

The certificates of attendance and/or use of the completed training actions will be automatically issued by the corresponding body, provided the requirements of the training action sheet have been fulfilled.

However, the general criteria for the issuing of a certificate of attendance is to have attended at least 75% of the scheduled sessions.

To obtain a certificate of achievement, the general criteria established are:

1. Overcoming planned achievement activities.
2. Attendance at 75% of scheduled sessions.

Types of certification:

- **Module Certificate:** the different modules that are grouped together to form a course will be certified independently.
- **Course Certificate:** a certificate will be issued for each course, whether independent or modular, once the evaluable training activities determined in the planning of the course or set of modules have been completed.
- **Certificate of Recommended Training Itineraries:** all recommended training itineraries will be certified once the requirements and conditions of each of them have been completed.

10. Evaluation and monitoring of the Training Plan

A Commission was set up for the construction of this Training Plan after detecting the needs of the process described in point 5, in January 2020; such Commission held regular weekly meetings until July. At the same time, the Commission drew up a first version of the Competence Framework of the URJC PDI, which has been used as a basis for organizing the structure of the actions included in the catalogue of training activities plan itself.

This commission was made up of representatives from the Vice-Rector's Offices for Teaching Staff, Digitalization, Quality, Ethics and Good Governance and also from General Management, the Works Council and the PDI Board, as well as representatives from the CIDE. Its members are detailed as follows:

- Vice-Rector for Teaching Staff or person to whom he/she has delegated.
- Vice-Rector for Digitalization or person to whom he/she has delegated.
- Vice-Rector for Quality, Ethics and Good Governance or person to whom he/she has delegated.
- General Manager or person to whom he/she has delegated.
- Academic Director of the Centre for Innovation in Digital Education (CIDE) or person to whom he/she has delegated.
- CIDE Academic Training Coordinator.
- A representative of the PDI Works Council.
- A representative of the Board of PDI.



Figure5 . Composition of the Training Plan Development Commission

Once this first version of the Training Plan and its associated Competence Framework had been designed, it was submitted to the PDI Joint Training Committee, set up in October 2020, that proceeded to its analysis, evaluation and inclusion of proposals for improvement before submitting it to the final approval.

The details of the members of this committee are as follows:

- Vice-Rectorate for Teaching Staff (1).
- Vice-Rectorate for Digitalization (1).
- Vice-rectorate for Quality, Ethics and Good Governance (1).
- Vice-Rectorate for Academic Organization (1).
- Vice-Rectorate for Postgraduate Studies (1).
- Academic Direction of the Centre for Innovation in Digital Education (CIDE) (1)
- CIDE Academic Training Coordination (1)
- Trade Union Section CSIF (3)
- Trade Union Section CCOO (2)
- Trade Union Section UGT (1)
- Trade Union Section CSIT (1)

The following figure shows the composition of the URJC Joint Training Committee of the URJC PDI.



Figure 6 . Composition of the URJC's PDI Joint Training Committee

The Joint Committee will be in charge of carrying out, on a yearly basis, the diagnosis (including the detection of new training needs), preparation, implementation and evaluation of the training plan. A timetable will be drawn up with a detailed schedule for each of the actions that will enable these aspects to be addressed.

Moreover, experts may be invited to certain sessions of the training roundtable, to provide relevant information to improve the Plan. In addition, channels of communication will be established with the different members of the educational community, with the aim of forwarding to the committee their proposals for training improvement.

11. Catalogue of Training Actions

The different training actions planned are included in this Training Plan and are structured within the six competence areas defined in the MACOMPdi. As can be seen in Annex I of this document, the information that will be available for each of the training actions offered in the Plan is included as an example, which will allow to know whether this training is in line with the real needs of each of its recipients. In addition, and with the aim of enabling teachers to plan their training before the end of the first quarter of the year, a timetable will be made available for the timing of the various training activities planned.

Besides, and without forgetting that the different personal training environments that have been designed in the form of itineraries can function as a guide for teachers whenever appropriate, the matrix included below will be very useful to determine the PTI (Personal Training Itinerary) and also to obtain enough information to identify the different recommended itineraries in which that particular action is included.

This matrix not only lists the courses and workshops planned in the offer for 2021, but also shows detailed information on the dominant competence and on the rest of the competences developed for each training action.

Code	Title	Competences		Training Itinerary(s)
		Dominant	Other	
A000	Welcome to the URJC	CA4CO, CA4GD and CA1DG		PN
AREA 1: TEACHING				
A101	Teaching planning and design in the university classroom			
A101M1	<i>Development of Teaching Guides</i>	CA1DG	CA3DC CA4PIA	PN
A101M2	<i>Teaching planning at the University: the different levels of programming.</i>	CA1DG	CA3DC CA1MD CA1EA	
A101M3	<i>Good practices in the use of resources and materials in university teaching</i>	CA1DG	CA1MD, CA4CC	
A102	Teaching Methodologies			
A102M1	<i>Teaching Methodologies in the University</i>	CA1MD	CA1DG CA3DC	PN
A102M2	<i>Cooperative and collaborative learning strategies</i>	CA1MD	CA1DG	
A102M3	<i>Project-based learning</i>	CA1MD	CA1DG	
A102M4	<i>Gamification and educational Escape Room</i>	CA1MD	CA1DG	
A102M5	<i>Flipped Classroom</i>	CA1MD	CA1DG	
A102M6	<i>Service Learning</i>	CA1MD	CA1DG	
A102M7	<i>Concept Maps</i>	CA1MD	CA1DG CA1EA CA4CO	
A103	Evaluation of the learning process at the University			
A103M1	<i>Instruments for competence assessment (rubric, portfolio and other instruments)</i>	CA1EVA	CA1DG	PN
A103M2	<i>Competence assessment: learning outcomes and evidence in the development of continuous assessment.</i>	CA1EVA	CA1DG CA3DC	
A103M3	<i>Objective test design: development of evaluation tests</i>	CA1EVA	CA1DG	
A104	Virtual teaching at URJC Online	CA1DG	CA1MD CA1CO	SEMI1
A105	Effective public communication	CA1CO	CA1DG	
A106	Teaching and gender perspective	CA1DG	CA6IG	
A107	TFG Direction	CA1DG	CA2MI	
A108	TFM Direction	CA1DG	CA2MI	

AREA 2: RESEARCH, INNOVATION AND TRANSFER OF KNOWLEDGE				
A201	Research Methodology			
A201M1	<i>Research Methodology</i>	CA2MI	CA2DI	PN
A201M2	<i>Introduction to Statistics applied to research</i>	CA2MI	CA4PIA	
A201M3	<i>Introduction to quantitative analysis</i>	CA2MI	CA4PIA	
A201M4	<i>Introduction to qualitative analysis</i>	CA2MI	CA4PIA	
A201M5	<i>Ethics in biosciences and engineering research</i>	CA2MI	CA2DI	
A201M6	<i>Ethics in Human and Social Sciences research</i>	CA2MI	CA2DI	
A202	Techniques and tools for data analysis			
A202M1	<i>SPSS</i>	CA2MI	CA4PIA	
A202M2	<i>"R"</i>	CA2MI	CA4PIA	
A202M3	<i>ATLAS.ti (qualitative analysis)</i>	CA2MI	CA4PIA	
A202M4	<i>STATA</i>	CA2MI	CA4PIA	
A203	Dissemination of research			
A203M1	<i>Writing a scientific article</i>	CA2DI		
A203M2	<i>Academic databases Scopus and Wos. Introduction to their use as tools for the academic evaluation of the scientific production</i>	CA2GI	CA2DI	
A203M3	<i>How to publish in high-impact scientific journals: scientific publications' tips and rules</i>	CA2DI		
A203M4	<i>How to increase the impact of your publications: web visibility and digital reputation</i>	CA2GI	CA2DI	
A204	From university student to entrepreneur in 8 steps.	CA2IT		
A205	European funding programme : HORIZON EUROPE	CA2IT		
A206	Mechanisms for transferring Research to the business sector	CA2IT		
A207	Pills on Industrial and Intellectual Property	CA2IT		
A208	Six-year-term transfer: Giving Value to knowledge	CA2IT	CA2GI	
A209	Application for six-year-term research fellowships	CA2GI	CA3AP	
A210	How to supervise a thesis	CA2MI	CA2DI	

AREA 3: ACADEMIC MANAGEMENT				
A301	Academic quality management at the University Rey Juan Carlos: the Internal Quality Assurance System (IQAS)	CA3GC	CA3CD CA3DC CA3DC	
A302	Teaching coordination as responsible of a bachelor's or Master's Degree	CA3CO	CA3DC CA3GC	
A303	Teacher Accreditation	CA3AP	CA2GI	
A304	Data Protection Law for the university environment	CA3	CA1DG	
AREA 4: DIGITALIZATION				
A400	Introduction to the URJC digital tools	CA4PIA	CA4CO	
A401	Didactic use of Moodle			
A401M0	<i>Welcome sessions for new online teachers</i>	CA4CO	CA1DG, CA3GC	SEMI1
A401M1	<i>Basic course on the didactic use of Moodle</i>	CA4PIA	CA1EA CA1DG	PN, SEMI1
A401M2	<i>Backup management workshop</i>	CA4CO	CA1CO	PN, SEMI1
A401M3	<i>Use of tools to prevent academic fraud</i>	CA4SD	CA4PIA	SEMI1
A401M4	<i>Exams management in the Virtual Classroom</i>	CA4PIA	CA1EVA	PN
A401M5	<i>Virtual Classroom Grading Management</i>	CA4CO	CA1DG CA1EA	PN
A401M6	<i>Advanced course in the didactic use of Moodle</i>	CA4CO	CA1DG CA1EA	SEMI1
A401M7	<i>Management of Virtual Classroom Workshops. The peer review</i>	CA4CO	CA1DG CA1EA	SEMI2
A401M8	<i>Management of group activities in the virtual classroom</i>	CA4CO	CA1DG CA1MD CA1EA	SEMI2
A401M9	<i>Lesson Management as a learning resource</i>	CA4CO	CA1DG CA1MD CA1EA	SEMI2
A401M10	<i>Grading of tasks using rubrics and evaluation guides</i>	CA4PIA	CA1DG CA1MD CA4CO	SEMI2

A402	Tutoring and teaching via videoconference with Blackboard	CA4PIA	CA1DG CA1MD	SEMI1
A403	MS Teams and OneDrive in teaching	CA4CO	CA1DG CA1MD	
A404	MS Teams and OneDrive in research and management	CA4CO	CA2GI	
A405	Introduction to the application for the preparation of Study Guides	CA4PIA	CA1DG CA3DC	SEMI2
A406	Creation and publication of video as a teaching resource with MS Stream and URJC TV	CA4PIA	CA1DG	SEMI2
A407	Interactive tools for teaching	CA4PIA	CA1MD CA1EA	
A408	Creation and use of the Podcast in the university teaching	CA4PIA	CA4CC CAIDG	
A409	Applications for bibliographic management	CA4PIA	CA2MI CA2DI	
A410	OFFICE AUTOMATION			
A410M1	Outlook	CA4CO	CA1CO	
A410M2	Excel	CA4PIA		
A410M3	Advanced Excel	CA4PIA	CA2MI	
A410M4	Word	CA4PIA	CA4CC	
A410M5	Advanced Word	CA4PIA	CA4CO, CA4CC	
A410M6	Powerpoint	CA4PIA	CA4CC CA2DI	
A410M7	Advanced Powerpoint	CA4PIA	CA1CO CA2DI	
A411	Creation of documents with LATEX for teaching and research purposes	CA4PIA	CA1DG CA2DI	
A412	Use of social media in education	CA4CO	CA1DG	
A413	E-government, security and digital signature	CA4GD	CA4SD	PN
AREA 5: INTERNATIONALIZATION				
A501	Academic Writing	CA5ID	CA2DI	
A502	Oral Presentations	CA5ID	CA1CO	
A503	General English	CA5ID		
A504	Intensive language training	CA5ID		
A505	English conversation	CA5ID	CA1CO	

AREA 6: SDG and University				
A601	The SDG: practical tools for SDG development in education and research	CA6SO	ALL AREA 6	
A602	Introduction to sustainability in teaching	CA6SO	CA1DG	
A603	Raising awareness of equal opportunities	CA6IG	CA6DH	
A604	Introduction to co-education in the university teaching	CA6IG	CA1DG	
A605	Gender Equality in Research and Innovation at Horizon 2020	CA6IG	CA2IT	
A606	The world of free knowledge and culture	CA6CL	CA4PIA	
A607	The Care Unit of Attention for persons with Disabilities and Special Educational Needs. Inclusive education at the URJC	CA6IN		
A608	Universal Design in university teaching	CA6IN	CA1DG	
A609	Spanish Sign Language (SSL)	CA6IN	CA1CO	
A610	Managing emotions and tools for emotional resilience	CA6EM	CA1CO CA1DG	
A611	Training in Volunteering	CA6SO	CA6DH	
A612	Occupational hazards	CA6SA		
A613	Laboratory Safety	CA6SA		
A614	First Aid	CA6SA		

ANNEX I - FORM A: Planning and Basic Information Training Action

GENERAL INFORMATION	COMPETENCE AREA 1: TEACHING		Code
			Course/Workshop
	Title: University teaching planning (Example)		A101/M2
	Brief Course Description	<p>The aim of this course is for teachers to use both the teaching guide and the study guide as their basic programming documents in their teaching role. In addition, guidelines will be given for designing training activities (both assessable and non-assessable) that will allow using and evaluating the competences, aligning the different curricular elements (competences, learning outcomes, teaching methodologies and assessment systems) described in the teaching guides.</p> <p>....</p>	
	ITINERARIES	This course is part of the recommended training course:	
	Addressees	This course is addressed both to new teaching staff and to consolidated teaching staff wishing t to deepen and develop a programme for assessing and working with competences.	
	Modality	Blended (50%); Face-to-face (50%)	
	Number of places		
	TIMING:	<p>Duration of the course:</p> <p>DATES:</p> <p>Description SESSIONS.....optional...</p>	
	Prerequisites	<p>No prerequisites</p> <p><i>Otherwise: having passed the course...</i></p>	
Eligibility criteria			
Teaching Team			

Competences	<p>General Didactics (Dominant Competence) (70%)</p> <p>Curriculum Design (30%)</p>
Contents	<p>University Teaching Programme.</p> <p>Organization and structure of the university curriculum.</p> <p>The syllabus. The Degree Report. The Teaching Guide. The study guides.</p> <p>The Competences.</p> <p>The Learning Outcomes.</p> <p>The Contents.</p> <p>The Training Activities (TA)</p> <p>The Teaching Methodologies (TM)</p> <p>The Evaluation Systems (ES)</p> <p>The Grading criteria.</p> <p>ECTs and workload.</p> <p>The Competence assessment.</p> <p>The Evidence matrices.</p> <p>Design of a training activity in the university classroom. Contextualization.</p>
Methodology	<p>Blended learning sessions will be taught by means of lectures and participation in debates.</p> <p>Face-to-face sessions will apply case studies. Cooperative learning will be applied in these sessions.</p>

(LO) LEARNING OUTCOMES

Understand the usefulness of Teaching Guides and Study Guides as planning instruments in higher education.

Understand the origin and the legislative basis on which programme documents are based at the university.

Determine the curricular elements to be considered to design a planning that is coherent with the learning process within the university competence model.

Establish the essential relationships for designing learning activities to develop work by competences in university classrooms.

Design a Learning Activity and set up an evidence matrix reflecting the competency assessment.

Propose training activities aligned with the Teaching Methodologies (DM) and Evaluation Systems (ES).

(TA) EVALUABLE Training activity: Design of a training activity assessable in one subject (Work)

(ES) Evaluation System

Assessment tools: Work. Peer assessment with rubric.

Description: Development of a training activity aligned with the curricular elements established in the Teaching Guide of the subject taught during the current academic year.

Criteria for certification (accreditation of training activity)

1. Complete a minimum of 75% attendance in person.
2. Deliver on time the training activity required for its evaluation.

GENERAL INFORMATION	APPLICATION FOR ACCREDITATION OF A TRAINING ACTION TO BE INCLUDED IN THE CATALOGUE OF THE TRAINING PLAN OF THE URJC'S PDI.	
	Title:	
	Brief Description	
	Addressees	
	Modality	
	Number of places	
	TIMING:	Duration of the course:
	Teaching Team	
	Teaching Team Coordinator	
Competences		
Contents		
Methodology		
Evaluation	(LO) LEARNING OUTCOMES	
	(ES) Evaluation System	

ANNEX III FORM C: Application for Accreditation of a training action *complementary* to the URJC PDI
 Training Plan

GENERAL INFORMATION	APPLICATION FOR ACCREDITATION OF COMPLEMENTARY TRAINING ACTION TO THE TRAINING PLAN FOR THE URJC'S PDI	
	Title:	
	Brief Description	
	Addressees	
	Modality	
	Number of places	
	TIMING:	Duration:
	Teaching Team	
Teaching Team Coordinator		
Competences		
Contents		
Methodology		
Evaluation	(RA) LEARNING OUTCOMES	
	(SE) Evaluation System	