POZNAN UNIVERSITY OF TECHNOLOGY

EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

COURSE DESCRIPTION CARD - SYLLABUS

Course name
Training and instruction [N2IBiJ1-JiEwBP>SiI]

Course

Field of study
Safety and Quality Engineering

Year/Semester
2/3

Area of study (specialization)
Quality and Ergonomics in Work Safety

Profile of study
general academic

Level of study
second-cycle

Course offered in
Polish

Form of study
part-time

Requirements
elective

Number of hours

Lecture
0

Laboratory classes
0

Other
0

Tutorials
10

Projects/seminars
0

Number of credit points

1,00

Coordinators

dr inż. Sebastian Kubasiński
sebastian.kubasinski@put.poznan.pl

Lecturers

Prerequisites

The student has basic knowledge in the field of ergonomics and safety at work as well as work 2 psychology. The student has the ability to apply theoretical issues in practice, select available information and use various sources of knowledge, moreover, demonstrate cognitive openness and readiness to transfer the acquired knowledge.

Course objective

Providing basic knowledge in the field of adult education, building a career path and overcoming barriers on the labor market. Getting acquainted with selected didactic methods useful in working with an adult student.

Course-related learning outcomes

Knowledge:
1. A student knows in a depth-degree methods and theories using in solving the problems of contemporary safety engineering, ergonomics and occupational work safety [K2_W03].
2. A student knows in a depth-degree development trends and good practices for safety management, in particular in the field of teaching adults and conducting training in organizations, locally and globally [K2_W04].

Skills:
1. A student can properly choose sources, including literature and informations from there as well as assesses, make critical analysis, synthesis and creative interpretation those information, drawn conclusions and exhaustive justify their opinion during presentation of results [K2_U01].
2. A student can use methods and tools to solve complex and untypical problems as well as advanced information and comunication techniques characteristic for professional environment related to safety management in organizations [K2_U02].
3. A student can comunicate on issues specific to safety engineering, quality, ergonomics and occupational safety as well as crisis management; a student can also suit the communication form to diversified group of receivers and can conduct a debate, playing different roles [K2_U11].

Social competences:
1. A students correctly identifies and resolves dilemas related to widely understood field of safety, understands the need to make the public aware of need to form security in various areas of organization's operatio [K2_K02].
2. A student is ready to carry out tasks related to safety engineering in organization in ethical way, urge others to adhere to professional ethics and develop professional value in this area [K2_K05].

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Formative assessment:
Knowledge is verified by a test on the principles of adult education; the colloquium has a written form and a mixed nature of tasks (open and closed questions); the colloquium takes place after the third unit of classes. Skills are verified through assessments resulting from the exercises and activity in the classroom. Social competences verified through discussions with students.
Summative assessment:
Oral final test (public speech on a previously assigned topic) and the average of the partial grades obtained during the course.
The first and second approach pass threshold 51%.
Rating scale:
100 - 85, 5.0
84 - 81, 4.5
80 - 70, 4.0
69 - 65, 3.5
64 - 51, 3.0
≤ 50, 2.0

Programme content

Subject, tasks and problem areas of work pedagogy. Professional development and education through work. Education, training and professional development in the area of work safety and ergonomics. Retraining. Training. Self-education. Lifelong Learning: An educational strategy for lifelong learning. The tasks of lifelong education of adults. The specificity of educating adult students. The path of professional development of a modern man. Teaching methods used in the process of adult education (teaching, problematic, exposing, programmed, practical). Problems of the contemporary labor market. Competency resources of graduates and the expectations of employers. Principles of Professional Ethics.

Course topics

Teaching methods

Multimedia presentation constituting the background for seminar and panel discussions; workshop method, drama, case study.

Bibliography

Basic:

1. Sadłowska-Wrzesińska J., Lewicki L., Podstawy bezpieczeństwa i zdrowia w pracy, Wydawnictwo WSL, Poznań, 2018.
2. Łaguna M., Szkolenia. Jak je prowadzić, by..., GWP, Gdańsk, 2014.
3. Sadłowska-Wrzesińska J., Nejman Ż., Krupa P., Szkolenia w roli pozapłacowego czynnika motywacji pracowniczej, Ekonomika i Organizacja Przedsiębiorstwa, nr 8 (811), 2017, s. 105- 113.

Additional:
1. Detz J., Sztuka przemawiania. Nie co mówić, ale jak mówić, GWP, Gdańsk, 2008.
2. Fortuna P., Łaguna M., Przygotowanie szkolenia, GWP, Sopot, 2015.
3. Kubasiński S., Sławińska M., Doskonalenie bezpieczeństwa pracy w świetle wymagań ISO 45001, Nauka i praktyka w bezpieczeństwie pracy, środowisku i zarządzaniu / red. Danuta Zwolińska - Katowice, Polska : Wyższa Szkoła Zarządzania Ochroną Pracy, 2019 - s. 131-142.
4. KUBASIŃSKI, S. (2022). A PROACTIVE STRATEGY OF THE ORGANIZATION, AND ACTIONTAKING EFFICIENCY HAVING AN IMPACT ON WORK SAFETY. Scientific Papers of Silesian University of Technology. Organization & Management/Zeszyty Naukowe Politechniki Slaskiej. Seria Organizacji i Zarzadzanie, (164).

Breakdown of average student's workload

	Hours	ECTS
Total workload	25	1,00
Classes requiring direct contact with the teacher	10	0,50
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	15	0,50