UAB
Universitat Autònoma de Barcelona

2020/2021

Management of Social Intervention Projects II

Code: 101123
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OB	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

We advise students to register in GPIS I before taking this subject.

Objectives and Contextualisation

These courses, GPIS I & II, have been designed to introduce the students into the professionalizing side of the Sociology degree. Devising, managing and evaluating social intervention projects have been, throughout the last years, one of the main ways of getting into jobs in the labour market for sociologists, whether they plan to work in the public administration or in the Third Sector.

In order to further the acquisition of the skills and capabilities that our students will need to professionalize themselves as sociologists within the fields of social intervention and policy-making, the GPIS I course offers a wide perspective of the context in which those projects should be developed, whereas GPIS II has as its main objective the design of a specific social intervention project and the foreseeing of the conditions needed for its implementation and evaluability.

In GPIS II we will transform the classroom so as to resemble a workshop. This will allow the students not only to know the different parts of a project in a theoretical way but to create them. It is intended that the students could apply all the theoretical knowledges acquired throughout the Sociology degree, so as to be able to materialize them in a social intervention project of their own. We will apply concepts and views from sociological theory, specially those linked to social class, gender, and ethnic and cultural inequalities. Nonetheless, we shall also consider those other hidden forms of inequality which emerge much more silently and are often unperceived, or insufficiently attended, by the professionals of the social intervention sector.

The GPIS II course offers tutorials within the classroom and a space of collective discussion for students to debate on the complexity both of social phenomena and of the political decision-making which directly affect thesocial questions under scrutiny. This sustained activity is precious to make our students aware of the differences between the sociologist's approach to these matters and the ways they are dealt with by professionals from other fields.

Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Generating innovative and competitive proposals in research and professional activity.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Learning Outcomes

1. Demonstrating to what extent their influence is important to the design or evaluation of a social intervention project.
2. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
3. Differentiating the underlying inequalities of specific policies or conflicts.
4. Generating innovative and competitive proposals in research and professional activity.
5. Relating the concepts, methods and techniques used to analyse culture with general theoretical and methodological debates.
6. Respecting the diversity and plurality of ideas, people and situations.
7. Searching for documentary sources starting from concepts.
8. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Content

1. THE PROJECT

1.1 Conceptualizing a social intervention project

1.2 Main differences between projects and other activities

1.3 Different kinds of projects

1.4 Life-cycle and the succesive phases of a project

1.5 The project script

2. DIAGNOSIS AND CONTEXT ANALYSIS

2.1 The idea: creativity and innovation

2.2 Detecting needs

2.3 Techniques of data-collection and the gathering and analysis of information

2.4 Participatory methodologies

3. THE DESIGN

3.1 Delimitation of the project

3.2 Criteria for the selection of the population

3.3 Formulating aims

3.4 Resources: the budget and the ways of getting funds

3.5 More on funding projects

3.6 Expected results

4. IMPLEMENTATION AND ASSESSMENT

4.1 Functions of assessment

4.2 Planning for accountability: supervision and monitoring

4.3 Control Panel

4.4 Assessment's indicators

4.5 Improving our projects: Optimizing results

5. EVALUATION

5.1 Benefits of evaluating

5.2 Evaluation for what? What are its implications?

5.3 The theory of change

5.4 Types of evaluation

6. SUBMITTING AND COMMUNICATING RESULTS

6.1 Executive balance

6.2 Final survey

6.3 Oral delivery

Methodology

Given the subject's practical character, teaching methods and formative activities are of central importance in the process of teaching-learning. That is to be done through four types of strategy: a) expositive sessions in the classroom where teachers shall explain the theoretical context, b) practical workshops in the classroom, that allow the application of severalconcepts which have been previously acquired, c) tutorials, d) autonomous work by the students.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Expository sessions to develop and explain the contents of the subjects programme.	26	1.04	7, 1, 3, 4,

Those lectures are given by the teachers to the full group of students and try to further their active participation.			8, 5
Practical workshops within the classroom: Providing a space for teams working together within the classroom. This activity is done in order to identify, apply and exemplify any process of design and management in the social intervention areas.	10	0.4	1, 2, 3, 5, 6
Type: Supervised			
Tutorials in the classroom: The work teams constituted by students come to tutorials so that their practical exercises might be supervised	6	0.24	4, 8, 5
Type: Autonomous			
Individual work: searching for information, analyzing it, writing up surveys, and training for oral presentations.	20	0.8	7, 4, 8, 5
Reading sessions: reading comprehension	20	0.8	7, 2, 8, 5
Team work: searching for information, analyzing it, writing up surveys.	18	0.72	7, 2, 3, 8

Assessment

To pass this subject in a succesful way, the following requirements should be met:

- The average grade of the practical (collective) and individual exercises must not be inferior to "4". In the event that the student had not reached that mark, the subject's final qualification will be "failed". If he/she wishes to pass, he/she must attend an individual written test, since practice-related exercises, whether collective or individual, cannot be recuperated.

- The global minimum grade for the written exam should also be "4". Under this mark, no average can be made with the results of the practical exercises, and the subject's final qualification will be "failed". In this case, the student must successfully attend a recuperation test in order to pass.

- A final average qualification (practical exercises + written individual text) should reach a minimum grade of "5".

- The recuperation test should reach at least a "5" mark to pass the subject's requirements. And even if the obtained grade is superior to "5" in that exercise, the only final qualification this student should get will be a "Pass" (equivalent to a "C" in the anglophone system of evaluation).

- In the final evaluation form, students will get a "non attended" qualification only if they have failed to deliver 50% or more of all the exercises included in the evaluation process.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Desing and management of the social intervention projects	30% of the final grade	20	0.8	1, 2, 3, 8, 5
Practical exercises, oral presentations, individual submissions, etc.	30% of the final grade	10	0.4	7, 1, 2, 3, 4, 8, 5, 6
Written exercise evaluating the basic concepts and tools acquired by the student and related to the subject's contents	40% of the final grade	20	0.8	7, 1, 2, 3, 4, 8, 5, 6

Bibliography

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