

## Practicum II

Code: 101680  
ECTS Credits: 18

2024/2025

Degree	Type	Year
2500260 Social Education	OB	4

### Contact

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### Teaching groups languages

You can view this information at the [end](#) of this document.

### Prerequisites

To do this course it is recommended having passed the courses of the third year.

In addition, all the information related to the internship is available on the website of the faculty:  
<http://www.uab.cat/web/practicum/graus/educacio-social-1267513618526.html>

In order to do the internship in a center with minors it is mandatory to obtain the negative certificate from the Sex Offender Registry. The student is solely responsible to get and present it to the center before the internship starts.

### Objectives and Contextualisation

The aims of the course "Practicum II" are:

1. Analyse the social, economical and cultural environment of the institution
2. Identify and prioritize the needs of the centre and of the participants in order to design a tailored intervention
3. Design an intervention according to the needs identified.
4. Implement the project and do the follow up
5. Evaluate the project
6. Suggest improvements and make recommendations

### Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Critically analyse personal work and use resources for professional development.
- Design and develop processes for citizen participation and socio-community action.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- Develop processes to obtain, record, analyse and make decisions for educational action.

- Guide and advise groups and individuals to establish educational challenges and itineraries.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Adopt the ethical and deontological principles of the profession's inherent actions.
2. Analyse a situation and identify points for improvement.
3. Apply counselling skills to a specific intervention group.
4. Communicate using language that is not sexist or discriminatory.
5. Coordinate with other professionals to design intervention projects.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Design and apply data collection instruments for the detection of needs and evaluation of the intervention.
8. Design and develop specific programs and projects based on identified needs.
9. Design processes for public participation and socio-community action that are specific to the context in which the student does work experience.
10. Design the evaluation process for an intervention.
11. Identify situations in which a change or improvement is needed.
12. Know elements of culture in relation to the participation model.
13. Participating actively in the meetings and initiatives of the institution where the practical work is carried out.
14. Propose new experience-based methods or alternative solutions.
15. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
16. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
17. Propose viable projects and actions to boost social, economic and environmental benefits.
18. Reflecting repeatedly on the action itself in order to introduce permanent improvements.
19. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

## Content

1. The social, cultural, economical, and laboural context of the institutions
  - Relationship between context and institutions
  - Strategies and techniques to collect and produce data
2. The design of the socio-educational programs/projects
  - Identification and an analysis of the needs
  - Planification of the intervention
3. Implementation and follow-up of the program/project
4. Evaluation of the program/project
5. Innovation and improvements on the project and on the socio-educative context

- Innovation processes
- Agents
- Strategies

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Internship	300	12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Seminars and tutorials	36	1.44	4, 5, 6, 11, 14, 18, 19
Type: Supervised			
Follow-up activities	6	0.24	1, 4, 18
Type: Autonomous			
Individual work	100	4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

The methodology used is based on the reflection in and from action through different activities in the centre and during the seminars and tutorials in the faculty.

The activities planned are:

- Internship in the centre: participation and implication of the activities and of the institutional dynamics of the centre.
- Activities in the faculty/ seminars: participation and implication in seminars to reflect and analyse the activities carried out in the centre and their theoretical connection with the other courses of the Social Education degree. 6 seminars in faculty will be organised. Each seminar from 9:00 to 13:00 hours.
- Activities during tutorials: participation in individual and group tutorials and activities to follow up the students performance.
- Autonomous activities: preparing the technical report of the internship, designing techniques to produce data, searching information on relevant topics, self-evaluation report, etc.

The tutor from the faculty should be in constant communication with the tutor from the centre and do a minimum of one visit to the centre. This is in order to check the student's adaptation process and their progression during the internship.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation of the intership centers	33,4%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Implication and participation in the seminar sessions in the faculty (36 hours), follow-up tutorials	33,3%	3	0.12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 18, 19
Report of the internship	33,3%	3	0.12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

A continuous evaluation will be undertaken to evaluate the performance of the student within the internship in the centre and during the seminars and tutorials at the faculty.

The following observations will be used:

- Report of the internship and activities developed during the stay. The delivery of the report of practices and activities carried out in the centre will be made on June 19th, 2025.
- Attendance, participation, and implication in the seminars (6 seminars held the days 26/9/2024, 21/11/2024, 13/02/2025, 24/04/2025, 15/05/2025 and 19/06/2025 from 9:00 a.m. to 1:00 p.m.) and a minimum of 4 tutorials held at the faculty.
- Perception of the field tutor with regards to the student's performance in the centre during the internship.

To pass the course it is necessary to get a minimum of 5 out of 10 for each of the three observations. The evaluation of the report and the attendance, participation and implication in the seminars will be done by the faculty tutor and the student (through a self-evaluation report), whereas the evaluation of the performance in the centre will be done by the field tutor

The student must do the total number of the hours in the centre and attend the mandatory seminars and tutorials at the university. In cases where the attendance is not achieved, the final mark will be "Not evaluable".

Linguistic correction. The internship report must be written in a proper and accurate way. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately as well as being able to write academic texts. The report will not be able to be resubmitted to increase the final mark. Likewise, the student must show good general communicative competence, both orally and in writing, and a good command of the language or languages that appear in the teaching guide. For this reason, before submitting evidence of learning, it is necessary to verify that the sources, notes, textual citations and bibliographical references have been written correctly following the APA regulations and in accordance with the documentation summarized in UAB sources:

[https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf);

<https://www.uab.cat/web/estudia-i-investiga/com-citar-i-elaborar-la-bibliografia-1345708785665.html>

In accordance with regulations (Ley 3/2022 24/02 de convivencia universitaria (artículos 11g y 12d)), plagiarism or copying of any individual or group activity will be penalised with a mark of 0 for that paper, without any possibility of re-sitting the report (more information linked to plagiarism in [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_0\\_1.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html)).

It is also essential to show an attitude compatible with the educational profession (active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, proper use of electronic devices (mobile, computer, etc.), etc.). At any time during the stay at the internship center, the center may consider that the student does not meet the minimum requirements. In this case, the student will automatically suspend the practicum with a grade of 3. The minimum requirements that must be met, beyond those that may be set by the practice center itself in accordance with its operating regulations, are:

- Complete 100% of the calendar and have attended the activities scheduled by the center, assuming the assigned responsibilities.
- Be respectful to the members of the educational community, in accordance with the ethical criteria of the profession (relating to aspects such as equality, equity, co-education or inclusion), avoiding inappropriate behavior (xenophobic, sexist, homophobic , etc.).
- Comply with the center's regulations (punctuality, following timetables, use of mobile phones, clothing, etc.).
- Write and speak correctly and appropriately in accordance with the vehicular language and the center's guidelines.

The student have to show that he / she is a responsible and rigorous person in independent work, actively participates in the seminars, shows critical thinking and conducts that favor a friendly and positive environment, democratic and where differences are respected.

For more information on the general evaluation criteria and guidelines of the Faculty of Education Sciences, you can consult the following link:  
<https://www.uab.cat/web/estudiar/graus/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-13457254>

This subject does not contemplate the single evaluation system.

## **Bibliography**

ARMENGOL, C.; FEIXAS, M.; PALLARÈS, R.M. (2000). *Seguint el fil de l'organització*. Servei de Publicacions, Universitat Autònoma de Barcelona.

FEIXAS, M.; JARIOT, M.; TOMÀS-FOLCH, M. (coords.) (2015). *El pràcticum de pedagogia i educació social. Competències i recursos*. Servei de Publicacions, Universitat Autònoma de Barcelona.

JARIOT, M.; MERINO, R.; SALA, J. (Coord) (2004). *Les pràctiques d'educació social. Eines per al seu desenvolupament*. Servei de Publicacions, Universitat Autònoma de Barcelona.

## **Software**

NO SPECIFIC MATERIAL

## **Language list**

Information on the teaching languages can be checked on the CONTENTS section of the guide.