UAB
Universitat Autònoma de Barcelona

Management of Social Intervention Projects I

Code: 101124
ECTS Credits: 6

2025/2026

Degree	Type	Year
Sociology	OB	2

Contact

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Teachers

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

Objectives and Contextualisation

The subject Project Management I is being studied in the second semester of the second year in response to the need to introduce the professional dimension in the degree of Sociology. Together with Project Management II, it responds to the objective of offering the students the necessary knowledge and skills for the professional practice of sociology within the world of social intervention and the management of public policies. It is based on the fact that a large part of sociology students work or can work in various areas of public administration, designing, managing, implementing and evaluating social intervention projects. Through this verification the subject Project Management I responds to the objective of offering a comprehensive view of the context in which social intervention projects are developed. While the subject Project Management II has the objective of preparing students to be able to design, manage and develop a social intervention project.

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.

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- 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. Relating these concepts, methods and techniques with general theoretical and methodological debates.
7. Respecting the diversity and plurality of ideas, people and situations.
8. Searching for documentary sources starting from concepts.
9. 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

Module 1. INSTITUTIONAL AND THEMATIC FRAMEWORK OF SOCIAL INTERVENTION: presentation of the institutional framework of social intervention, particularly the main actors involved, the different types of social projects they develop, and the themes they want to address.

1. Institutional, associative, and entrepreneurial actors that promote or intervene in the management of projects: Public administrations (especially at the local level); Third sector and associations; Companies and consulting firms

2. Current issues and social challenges that call for intervention and innovation: Housing; unwanted loneliness; urban regeneration and neighborhood policy; social inclusion - cohesion; others...

3. The projects and strategies that are being implemented to address them. Opportunities and limits of these strategies and projects. New perspectives of intervention: innovation, intersectionality, participation.

Module 2. CONCEPTUAL, STRATEGIC, AND ORGANIZATIONAL FRAMEWORKS OF SOCIAL INTERVENTION: presentation of the conceptual and strategic frameworks of social intervention and project management, of the organizational conditions necessary for their implementation, and of professional competencies.

1. Building our professional position: Coexistence and connivance between technique and politics. Ethics and ideology of social intervention. The political-methodological bases of a project.

2. What is a social or public problem and how is it defined?

3. What is a social intervention project and how it is constructed: Intentionality, conceptual frameworks, and theories of change.

4. The implementation of social projects. Organizational contexts and social determinants of intervention. Technocratic and relational paradigms of intervention.

5. Public problem-solving skills. Working in teams, working in organizations, working with organizations.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
In-class exercices: Collective working spaces in-class to identify and apply all the the procedure leading to project and policy management	15	0.6	8, 1, 2, 3, 4, 9, 5, 7
Master classes: Expositive sessions of the subject content. They are developed with all the group promoting active participation of the students.	38	1.52	1, 2, 3, 4, 5, 7
Type: Supervised			
Planned collective tutorials	10	0.4	8, 1, 2, 3, 4, 9, 5, 7
Type: Autonomous			
Individual preparation of the written test: drafting of schemas, conceptual maps and resumes.Study of the knowledge generated by the subject	9	0.36	1, 2, 3, 4, 9, 5, 7
Lectures reading: comprehensive reading	29	1.16	8, 9, 5
Team work: information search and analysis, drafting of the activities to be delivered. Preparation of the oral presentation	29	1.16	8, 1, 9, 6, 5

Given the practical nature of the course, the teaching-learning process we propose, the teaching methodology, and the formative activities of the course revolve around three types of strategies: (1) experimentation: cases and practices in the classroom, (2) conceptualization: presentations and discussions of theoretical content, and (3) autonomous work in groups and individually. Beyond the teaching dynamics, this proposal incorporates the following evaluable activities:

- Participation and individual work (25%)
- Module 1 partial test: 1 hour long, taken during class time (25%).
- Group work based on a case worked on in the classroom (35%).
- Partial exam Module 2: 1 hour during the class period (15%)

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance at practices, individual deliveries and oral presentations	35%	2	0.08	8, 1, 2, 3, 4, 9, 6, 5, 7
Collective deliveries related to each of the contentes of the program	40%	3	0.12	1, 2, 3, 4, 9, 5, 7
Individual written test to evaluate the acquisition of concepts and basic instruments of the subject	25%	15	0.6	8, 1, 2, 3, 4, 9, 5, 7

Avaluable activities

- Participation and individual work (25%)
- Module 1 partial test: 1 hour long, taken during class time (25%).
- Group work based on a case worked on in the classroom (35%).
- Partial exam Module 2: 1 hour during the class period (15%)

Continuous evaluation

Following the criteria of the Faculty of CCPP and Sociology, in coherence with the teaching strategy, this subject does not contemplate a single evaluation system.

Conditions to pass the course:

- That at the end of the course, each of the evaluation activities exceeds the minimum grade of 5: the grade is obtained according to the scores obtained and the weighting criteria.

- That at the end of the course, even if one of the evaluation activities is lower than 5, if it is equal to or higher than 3, the final score obtained, after applying the weighting criteria, is a B+.

Recovery

The individual activities (work or partial tests) will be recoverable through similar activities. A final grade higher than a pass mark cannot be obtained through the recoveries.

Not presented

In the evaluation report, only those students who have not completed more evaluation activities than those corresponding to 50% of the total of the evaluable activities will have the grade of "not presented".

Plagiarism: If plagiarism is detected, the evaluation of the activity will be 0.

IA: The use of artificial intelligence (AI) technologies is not allowed in any phase of this course. Assignments that include AI-generated fragments will be considered a lack of academic honesty and may result in penalties (full or partial) in the assignment grade, or greater penalties in particularly serious cases.

Bibliography

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links:

Cercador d'Informació de Diaris Oficials: http://www.diba.cat/cido/NCIDO_2_3_1b.asp

Municat:http://www.gencat.cat/municat/

gestiodeprojectes.blogspot.com/

Software

None

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	1	Catalan	second semester	morning-mixed
(SEM) Seminars	51	Catalan	second semester	afternoon
(TE) Theory	1	Catalan	second semester	morning-mixed
(TE) Theory	51	Catalan	second semester	afternoon