

Practicum I

Code: 101681
ECTS Credits: 12

2025/2026

Degree	Type	Year
Social Education	OB	3

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 first and second year, as they are the foundation of the internship.

In addition, all the information related to the internship is available on the website of the Faculty of Educational Sciences: <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

Internships are the first contact that students have with the professional working world, and a unique space to develop and put into practice their competences. It also constitutes an interesting space to reflect and connect the practical intervention carried out in the centres with the courses of the degree. In this sense, the "Practicum I" is linked with the courses of the 3rd year, such as "Management of the Socio-educational Institutions", considering as well other competences developed during the second year.

The aims of the course "Practicum I" are:

1. Analyse the social, economical and cultural environment of the institution.
2. Evaluate the organizational elements of the institutions where the internship is carried out.
3. Identify possible interactions between the environment and the institution.
4. Design and use techniques and instruments to produce data.
5. Identify needs of the centre and of the participants in order to design a tailored intervention.
6. Suggest intervention proposals according to the needs identified.

Competences

- Accompany people in their processes of growth and emancipation.

- 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.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Analyse the organization and management of socio-educational institutions.
- Apply the socio-emotional skills needed to manage human relations.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Critically analyse personal work and use resources for professional development.
- Generate innovative and competitive proposals in research and professional activity.
- Guide and advise groups and individuals to establish educational challenges and itineraries.
- Know and apply information collection, analysis, processing and evaluation processes, to improve professional practice itself and the foundation of professional action.
- Lead social and educational processes to create a good working environment, promote collaborative work, and open and equalitarian communication.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Participate in the theoretical debates that affect the profession and affect different policy areas.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and become involved in institutional realities in order to integrate and develop professionally.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Accompany people in the intervention group in their processes of growth and / or emancipation.
2. Adopt the ethical and deontological principles of the profession's inherent actions.
3. Analyse a situation and identify points for improvement.
4. Analyse one's own emotional skills as required for professional action in the field where practices are developed.
5. Analyse the socio-emotional skills required for the development of a professional role in the context of intervention.
6. Apply counselling skills to a specific intervention group.
7. Apply the systems and mechanisms of criteria-based, cultural and critical decision.
8. Apply the theoretical knowledge acquired on the course to the analysis and observation of social and educational realities in the place of work experience.
9. Assessing the value of the systemic relationships that occur between these.
10. Communicate using language that is not sexist or discriminatory.
11. Communicate with other professionals and users.
12. Construct valid assessment instruments for data measurement and collection.
13. Contextualize social and educational action on the basis of socio-historical context, and theoretical paradigms of Social Education.
14. Contribute one's thoughts and ideas about sociocultural processes in the immediate environment to academic activities.
15. Critically analyse the principles, values and procedures that govern the exercise of the profession.
16. Develop socio-emotional skills necessary for professional intervention.
17. Disseminate and promote institutional services and initiatives through different channels and media.
18. Explain the explicit or implicit code of practice of one's own area of knowledge.

19. Identify situations in which a change or improvement is needed.
20. Identifying features and manifestations of context, institutions and persons using political, contextual and historical elements.
21. Identifying the elements of an educational institution.
22. Know elements of culture in relation to the participation model.
23. Know how school teams operate and integrate in them.
24. Maintaining an attitude of respect and promoting fairness, respect for human rights and gender equality, in the context where the practices are carried out.
25. Offer solid grounds for decision-making.
26. Participating actively in the meetings and initiatives of the institution where the practical work is carried out.
27. Participating in the institution in a constructive manner and contributing to a good work climate.
28. Participating in the theoretical debates that affect the specific field of intervention in which your practical work takes is undertaken.
29. Produce descriptive, analytical and evaluative reports of organizational processes and institutional management.
30. Produce technical reports.
31. Promoting the autonomy of the users with whom the intervention is carried out.
32. Propose new experience-based methods or alternative solutions.
33. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
34. Recording both qualitative and quantitative data for its systematic analysis.
35. Reflecting repeatedly on the action itself in order to introduce permanent improvements.
36. Relating the contextual variables with the processes of planning, action and evaluation of the professional activity.
37. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
38. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
39. Working with other professionals to develop socio-educational initiatives.

Content

BLOC I: The social, cultural, economical, and laboural context of the institutions

1. Relationship between context and institutions
2. Types of educational institutions (formal and non formal)
3. Strategies and techniques to collect and produce data

BLOC II: The organization of the educational institutions

1. Institutional documents and its analysis
2. The structure of the human, material and functional resources
3. The relationship system

BLOC III: The intervention within the educational institutions

1. Identification and analysis of the needs and planification of the intervention
2. Role of the different agents: profiles, functions and competences
3. Implication, management and dynamization of people and collectives within the institutions.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type:
Directed

Internship	192	7.68	1, 2, 5, 4, 3, 8, 6, 7, 14, 10, 11, 23, 22, 12, 13, 16, 17, 29, 30, 18, 25, 21, 19, 20, 24, 26, 28, 27, 31, 35, 34, 36, 39, 9
seminars	24	0.96	15, 4, 8, 14, 10, 18, 38, 32, 33, 35, 39, 37

Type:
Supervised

Follow-up tutorials	4	0.16	5, 11, 28, 35
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Type:
Autonomous

Individual work	72	2.88	8, 29, 30, 24, 35
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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.
- Workshops in the faculty: 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. 5 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 internship in the centres	33.4%	2	0.08	1, 2, 15, 5, 4, 3, 8, 6, 7, 14, 10, 11, 23, 22, 12, 13, 16, 17, 29, 30, 18, 25, 21, 19, 20, 24, 26, 28, 27, 38, 31, 32, 33, 35, 34, 36, 39, 9, 37

Implication and participation in the seminar sessions in the faculty (24 hours), follow-up tutorials	33.3%	3	0.12	1, 2, 5, 4, 8, 6, 7, 14, 11, 23, 22, 12, 13, 16, 17, 29, 30, 25, 21, 20, 24, 26, 28, 27, 31, 35, 34, 36, 39, 9
Report of the internship	33.3%	3	0.12	1, 2, 15, 5, 4, 3, 8, 6, 7, 14, 10, 11, 23, 22, 12, 13, 16, 17, 29, 30, 18, 25, 21, 19, 20, 24, 26, 28, 27, 38, 31, 32, 33, 35, 34, 36, 39, 9, 37

A continuous evaluation will be undertaken to evaluate the performance of the student within the internship in the centre and during the workshops and mentoring sessions 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 17th, 2026.
- Attendance, participation, and implication in the seminars (5 seminars held the days 17/9/2025, 26/11/2025, 18/02/2026, 29/04/2026 i 17/06/2026 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 workshops and mentoring sessions at the faculty. In cases where the attendance is not achieved, the final mark will be "Not evaluable".

This subject does not allow a synthesis exam for students who are enrolling for the second time.

The returns of the assessment activities will be made in a period of less than 20 working days.

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://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).

In this course, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the project development, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly identify which parts were generated using this technology, specify the tools used, describe the process followed in their use (prompts, refinement, etc.), and include a critical reflection on how these influenced the process and the final outcome of the activity. Lack of

transparency or reflection regarding the use of AI will be considered academic dishonesty and may result in a penalty in the final report grade, which, in severe cases, could lead to failing the practical component.

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 has 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 SPECIAL MATERIAL

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.