

### Work Placement

Code: 44720  
ECTS Credits: 9

**2025/2026**

Degree	Type	Year
Psychopedagogy	PR	1

### 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

Once the candidate has access to the master's degree there are no further pre-requisites for this module, but it is advisable to have completed the compulsory subjects.

### Objectives and Contextualisation

The structure of the module is common to both itineraries, although its content and development are related to both the common modules and the specific modules corresponding to each itinerary.

The External Practices module consists of two different but complementary parts. The work that students undertake throughout the module is designed to help them engage with the realities of the profession, enabling them to critically analyze it and apply the skills developed during the master's program. Initially, students must familiarize themselves with the operations, structure, and organization of their internship center, as well as integrate into the daily life and activities of the center. Subsequently, they are required to integrate into a specific context to conduct supervised intervention activities. Overall, the work undertaken during both the

preparatory phases at the university and the internship period at the center should enable students to apply the skills necessary for their professional development, with support from the university tutor, the internship coordinator at the center, and the center's supervisor.

## **Learning Outcomes**

1. CA20 (Competence) Identify the psychopedagogical needs of individuals, groups and/or organisations through needs assessment in a specific educational context.
2. CA21 (Competence) Analyse the organisational development of educational centres, assessing their functionality.
3. CA22 (Competence) Design actions that allow the socio-educational teams in the placement educational institution to become more dynamic, attending to the individual and group educational needs identified through the needs assessment.
4. CA23 (Competence) Weigh up the risks and opportunities of own or other proposals for psychopedagogical improvement.
5. KA16 (Knowledge) Relate knowledge and face the complexity of making judgements from information which may be incomplete or limited and includes reflections on social and ethical responsibilities related to professional psychopedagogical practice.
6. SA28 (Skill) Create guidance and psychopedagogical intervention projects aimed at the analysis and improvement of specific educational practices.
7. SA29 (Skill) Develop an attitude of participation and cooperation in an active member of the institution and its environment.
8. SA30 (Skill) Communicate in writing the results of one's own work, its conclusions and the knowledge and rationale behind them to specialist audiences in a clear, concise and unambiguous manner.

## **Content**

The module is structured into the following blocks:

### **BLOCK 1: Observation practices in an educational center/service in the psychopedagogical field**

This initial phase of the practices is designed to familiarize students with the institution and its environment. It includes understanding the educational project or work plan, exploring its specificities, the general organization and operation of the center's resources for quality education/service, and observing the work of the professional psychopedagogy team and its various interventions. Students may also collaborate with professionals in planning and executing psychopedagogical actions.

Duration of stay in the center: January 19 to February 2.

### **BLOCK 2: Intervention practices in an educational center/service in the psychopedagogical field.**

The second phase of the practices builds upon the observation phase and involves analyzing the characteristics of the psychopedagogy professional within the institution. During this period, interns will engage in psycho-pedagogical intervention activities under the guidance of professionals. This may include participation in educational/training projects. The interventions are designed, implemented, and evaluated by the student under the supervision of both the center and university tutors.

Duration of stay in the center: February 3 to May, to complete the required hours.

The specific schedule will be determined in agreement with the internship center and approved by the university tutor.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Workshops and tutoring	10	0.4	CA20, CA21, CA22, CA23, KA16, SA28, CA20
Type: Supervised			
Stage in educational center	200	8	CA20, CA21, CA22, CA23, KA16, SA28, SA29, CA20
Type: Autonomous			
autonomous work	15	0.6	CA20, CA21, CA22, CA23, KA16, SA28, SA29, SA30, CA20

The methodology of this course, based on action research, focuses on observation as a starting point, followed by the planning, implementation and evaluation of practical interventions. Each student will have the opportunity to apply theoretical knowledge in real situations, reflect on her actions and develop critical analysis and problem-solving skills. To this end, collaboration and teamwork are also promoted to enrich learning and obtain different perspectives.

Thus, from a multivariate methodological perspective, the strategies that will be used will include:

- Self-observation and analysis of psycho-pedagogical practice.
- Design, implementation and evaluation of psycho-pedagogical proposals.
- Specialized face-to-face, collective and/or individual tutorials
- Consultation and reading of the recommended bibliography.
- Comments and/or exhibitions of readings.
- Preparation of psycho-pedagogical reports.

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
Practice: report of center tutoring	35%	0	0	CA20, CA23, KA16, SA29
self assessment	5%	0	0	CA23, SA30
teacher university report	5%	0	0	CA22, SA28, SA30
Tutoring and other activities	10%	0	0	CA20, CA21, CA23, SA29
Working document	45%	0	0	CA20, CA21, CA22, CA23, KA16, SA28, SA30

The deadline for submitting the working document will be during the first week of June 2026.

Except for tutoring and other assessment activities, which may be conducted individually or in groups, all other assessments will be individually-based.

In accordance with UAB regulations, individual or group plagiarism or copying in any work or written test will result in a zero score. This penalty means the student(s) will forfeit the opportunity to resubmit the assignment or test in the future. (In cases of group plagiarism, each student in the group will receive a zero score for the assignment or test.)

Attendance at all sessions is mandatory. Students must attend at least 80% of all sessions. Failure to meet this requirement will result in an assessment of "Unsatisfactory."

Any individual cases, questions, suggestions, etc., should be addressed with the teachers of the corresponding module.

#### Single assessment

This subject/module does not use a single assessment system.

Aspects to take into account:

The return, review, or grading of submitted work will be completed within a period not exceeding 20 working days.

This course adheres to the professional ethical principles of the discipline.

The use of Artificial Intelligence (AI) technologies is allowed in this course exclusively for support tasks, such as text correction, translations, idea generation, initial content organization, or preliminary conceptual exploration. These tasks may not, under any circumstances, replace the systematic processing of data or the student's core responsibilities as the author of the work, such as original writing, management and processing of personal data, critical analysis, or discussion of results.

Students must clearly identify which parts of the work have been generated with AI technologies, specify the tool used (including version and specific function), and include a critical reflection on how the use of AI influenced the process and final outcome of the work. This reflection may be included either in an appendix or in the methodology chapter, as appropriate.

Lack of transparency in the use of generative AI tools will be considered academic dishonesty and may lead to partial or total penalties in the grade, as well as more serious sanctions in severe cases, in accordance with institutional regulations.

Additionally, students must demonstrate that the AI tools used comply with appropriate standards for confidentiality, data security, copyright protection, and content reliability, as established by ethical and editorial best practices in research.

## Bibliography

Specific bibliography will be recommended during the module according to the school/educational center where the candidate will carry out his/her practical stage.

Bertran, M. (2015). El diari de pràctiques. Eines i Recursos per a la realització del Pràcticum. A, Feixas, M., Jariot, M., & Tomàs-Folch, M., *El pràcticum de pedagogia i educació social. Competències i recursos* (pp. 123-130). Universitat Autònoma de Barcelona. <https://elibro.net/es/ereader/uab/50390>

Revista Pràcticum: <https://revistas.uma.es/index.php/iop/about>

## **Software**

No software required.

## **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.