

Degree programme	Type	Course
Education Studies	OB	4

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Group languages

You can consult this information at the [end](#) of the 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:

<https://www.uab.cat/web/practicum-1345880184256.html>;

<https://www.uab.cat/web/practicum/grau/graus-1345874792969.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. The Faculty will not ask for or keep this certificate.

Objectives

The aims of the course "Internship 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

Learning outcomes

1. Participating actively and personally in the development of the programme.
2. Administer and manage the program in its institutional context ensuring the resources required for its development.
3. Supervising the designed intervention so that it can be carried out.
4. Identifying the characteristics of the practicum institution from the educational point of view, and linking them with other, non-educational features.
5. Presenting and developing the problems encountered in a work of synthesis that makes it possible to reflect what it is and how the student perceives the characteristics of the centre.
6. Rigorously (professionally) defend identified proposals for improvement.
7. Putting forward the intervention idea as an improvement in the institution.
8. As a result of the intervention, deal with the potential and future monitoring of pupil accomplishments.
9. Formulate proposals for intervention in the institution of practices.
10. Design and conduct prospective and evaluative studies at the school of work experience depending on the need and relevance of the same in the institution.
11. Selecting the most relevant information from the institution in order to express it in the final practicum work.
12. Self-evaluate one's own performance in the institution, noting the positive and negative aspects of the same.
13. Design, develop and evaluate intervention with the institution's staff members.
14. Commit to the profession by working with a leading member of the institution's staff.
15. Reflecting the reality of the institution in work presented justifying the educational decisions that are taken.
16. Participating actively in the life of the centre by attending events that both parties consider relevant for exercising the profession.
17. Respecting the idiosyncrasy of the institution in which the practical work is carried out.
18. Using ICTs in the design, development and evaluation of the intervention.
19. Apply a quality model that is consistent with the institution or its characteristics, to the proposed intervention.
20. Evaluate a program being designed and developed at the institution in all its dimensions.
21. Selecting the most relevant educational means of carrying out the intervention.
22. Situating the practicum centre in the local and global educational context and in the theoretical and practical context of pedagogy.
23. Relating the specific education provided in the centre where the practical work is undertaken with the educational opportunities that can be considered from a pedagogical point of view.
24. Design a specific intervention for a training centre that is realistic and is based on the students' needs and characteristics.
25. Design a specific intervention for a training centre that is realistic and is based on the students' needs and characteristics.
26. Design a professional training project for a training centre that is realistic and is based on the students' needs and characteristics.
27. Apply the design made in the institution of practical work as relevant and appropriate to the context and those it is aimed at.
28. Develop proposals designed in the institution taking into account the different elements of the process.
29. Diagnose people's development needs and possibilities to support the development of educational and training activities.

30. Evaluate the institution in all its dimensions, to carry out an intervention in any of the chosen educational areas.
31. Identify situations in which a change or improvement is needed.
32. Analyse a situation and identify its points for improvement.
33. Propose new methods or well-founded alternative solutions.
34. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
35. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
36. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
37. Propose viable projects and actions to boost social, economic and environmental benefits.
38. Propose ways to evaluate projects and actions for improving sustainability.
39. Explain the explicit or implicit code of practice of one's own area of knowledge.
40. Critically analyse the principles, values and procedures that govern the exercise of the profession.
41. 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.
42. 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.
43. Communicate using language that is not sexist or discriminatory.

Contents

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

- Actions and Processes analysis
- Professional and Teams Dynamization
- Programs Management and Assessment

4. Evaluation of the program/project

- From design to transfer assesment

5. Innovation and improvements on the project and on the socio-educative context

- Innovation processes
- Agents
- Strategies

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Assessment	17	0.68	1, 5, 6, 7, 11, 12, 15, 17, 34, 39, 40, 41
Internship in the centre	300	12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43
Personal	100	4	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26,

Work	27, 28, 29, 30, 36, 40, 41, 43			
Seminars, tutoring	25	1	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43	

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 Pedagogy degree. 6 seminars of 4 hours each will be planned during the development of the subject, from 9:00 a.m. to 1:00 p.m.
- Activities during tutorials: participation in individual and group tutorials and activities to follow up the students' performance. Each student must realize a minimum of 17 hours of individual tutorial activities.
- Autonomous activities: preparing the technical report of the internship, designing techniques to produce data, searching information on relevant topics, self-evaluation report, etc.

In addition, teaching staff must make at least two visits to the institution. One at the beginning, to evaluate the work plan and the balance of competencies. The other in the end, in order to assess the competency achievements.

The calendar of the internship, the seminars and some aspects of the memory of this practicum can vary for those students who do it linked to a National or International stay through the UAB exchange programme, an ERASMUS or SICUE programme. Those students who participate in one of these programs must request the adaptation of the practices in the period established by the Academic Management of the Faculty.

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	Weight	Hours	ECTS	Learning outcomes
Perceptions of the field tutor	33.4%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42
Attendance, participation and implication in the seminars and tutorials held	16.65%	1.5	0.06	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 21, 22, 23, 28, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43
Report of the Internship	33.3%	3	0.12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43
Student self-assessment	16.65	1.5	0.06	1, 2, 5, 6, 7, 8, 9, 10, 12, 14, 16, 17, 18, 21, 22, 23, 28, 40, 41

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 10th, 2027.
- Attendance, participation, and implication in the seminars (6 seminars held the days 17/09/2026, 21/11/2026, 18/02/2027, 15/04/2027, 13/05/2027 and 10/06/2027 from 9:00 a.m. to 1:00 p.m.) and a minimum of 4 tutorials held at the faculty.
- The student's self-assessment, which will include the entire internship process based on the learning contract and work plan.
- Mentor report with regards to the student's performance in the institution 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 institution will be done by the mentor.

Due to the characteristics of the subject, no recovery of the evaluation activities is foreseen.

At any moment, the centre may have to write a report that clearly explains the lack of progress and negative results of the student. If it happens, it will automatically result in a fail in this module.

The student must do the total number of the hours in the institution, 300h, and attend a minimum of 80% of the seminars and tutorials at the university. In cases where the percentage of 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 (last edition)

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.

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. Specific validations will be carried out to ensure authorship and the acquisition of competencies in cases of suspected academic fraud. 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 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-1345>

This subject does not contemplate the single evaluation system.

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Software

Non specific software is used for the development of this subject.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(PEXTtutor) Pràctiques externes i pràcticum (amb presència del tutor)	99	Unknown	Undefined	morning-mixed