

Degree programme	Type	Course
Psychopedagogy	OB	1

Contact lecturer

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Prerequisites

None

Group languages

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

Objectives

The main objectives for this course are:

1. To know the key aspects of a psycho-pedagogical assessment process.
2. To identify and efficiently employ the main instruments, techniques and resources used for psycho-pedagogical assessment and diagnosis.
3. To write up assessment reports on psycho-pedagogical aspects using specific variables.
4. To communicate the results and conclusions of the assessment reports to the various relevant interlocutors.

Learning outcomes

- CA02 (Identify the personal, social and educational needs of individuals, groups and/or organisations through psychoeducational assessment in different contexts of formal and non-formal education.) Identify the personal, social and educational needs of individuals, groups and/or organisations through psychoeducational assessment in different contexts of formal and non-formal education.
- CA03 (Indicate, when returning the results obtained, the limits and possibilities of the psychopedagogical assessment data, both to the addressees and to the educational agents involved.) Indicate, when returning the results obtained, the limits and possibilities of the psychopedagogical assessment data, both to the addressees and to the educational agents involved.
- CA04 (Identify inequalities and discrimination on the grounds of sex/gender present in the field of psychopedagogy and psychopedagogical work.) Identify inequalities and discrimination on the grounds of sex/gender present in the field of psychopedagogy and psychopedagogical work.
- KA05 (Define techniques for psychopedagogical assessment and diagnosis designing the process of information collection, analysis and return with precision and efficiency.) Define techniques for psychopedagogical assessment and diagnosis designing the process of information collection, analysis and return with precision and efficiency.
- KA06 (Evaluate the problems, prejudices and discrimination that could arise in actions, decision and project in the short and long term, in relation to different people or groups.) Evaluate the problems, prejudices and discrimination that could arise in actions, decision and project in the short and long term, in relation to different people or groups.

- SA04 (Apply instruments and resources that are adequate for psychopedagogical assessment according to the nature of the educational needs being assessed.) Apply instruments and resources that are adequate for psychopedagogical assessment according to the nature of the educational needs being assessed.
- SA05 (Design educational guidance proposals based on the personal, academic and professional knowledge of the students, taking into account their life project, as well as the set of psychopedagogical evaluations carried out throughout their educational career.) Design educational guidance proposals based on the personal, academic and professional knowledge of the students, taking into account their life project, as well as the set of psychopedagogical evaluations carried out throughout their educational career.
- SA06 (Produce diagnostic reports and schooling opinions for all students with specific educational support needs.) Produce diagnostic reports and schooling opinions for all students with specific educational support needs.

Contents

1. Psycho-pedagogical assessment as a process. Dimensions of the assessment. Ethical criteria and methodology used in the assessment of psycho-pedagogical variables. Objective assessment criteria, intersubjectivity, and value judgements. Reflection on bias in the assessment from an intersectional perspective.
2. Psycho-pedagogical assessment and diagnosis of individuals and groups. Variables and psycho-pedagogical constructs.
3. Instruments, techniques, and resources for psycho-pedagogical assessment. Characteristics, possibilities, and limitations. Use of standardized tools; construction and validation of those tools.
4. Diagnosis and psycho-pedagogical assessment in the educational context. Analysis and assessment of psycho-pedagogical constructs and variables.
5. Communication of the results of the psycho-pedagogical assessment. Reaction to the diagnosis. Analysis and interpretation. Communication with respect to the subject of the diagnosis. Psycho-pedagogical diagnostic guidelines.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Collaborative learning	29	1.16	CA02, CA03, KA06, SA05, SA06
PBL	92.5	3.7	CA03, CA04, KA05, KA06, SA04, SA05, SA06
Study of case	22.5	0.9	CA02, KA05, SA04, SA05, SA06

The methodology is based on Problem-Based Learning (PBL), cooperative learning and the case study method. Based on this, working sessions may be theoretical, practical or mixed.

The theoretical lectures will be based on oral presentations complemented by multiple teaching resources (videos, readings, case analysis, etc.), as well as reinforced by the reading of the basic recommended bibliography. Depending on the space where the classes are given, differentiated group work activities will be carried out.

Workshops will consist of the follow-up of real cases of psychopedagogical evaluation and its preventive approach, where the students will have to conclude with their intervention proposals in this regard. A practical guide to these exercises will be provided. These sessions will be carried out either individually and in groups.

The face-to-face modality will allow us to elucidate the theoretical approaches of the subject through

expositions and discussion of the topics, as well as to explore the topic through dynamics in small groups, cooperative groups, etc. The practical sessions will combine both individual and group work for the resolution of cases. The use of the Virtual Campus will also be required.

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
Theoretical-practical test	45	2	0.08	CA02, CA03, CA04, KA05, KA06, SA04
Case Study	45	3	0.12	CA02, CA03, KA05, KA06, SA04, SA05, SA06
Student's critical self-assessment	10	1	0.04	CA04, SA06

Continuous Assessment

Evaluation will be based on a continuous assessment approach. Criteria such as participation, the ability to integrate and relate conceptual and procedural content, as well as the capacity to critically analyze each case while respecting the ethical values of the profession, will be taken into account.

The assessment will consist of three activities:

- Case study in small groups (45%): Students will form interdisciplinary groups and work collaboratively on the resolution of a practical case related to the course content. The case resolution will be carried out during the module. This activity will allow for the application of theoretical knowledge to real or simulated situations and must be submitted two weeks after the module ends (December 4).
- Individual theoretical-practical test (45%): A test will be administered combining theoretical questions with practical applications of the concepts covered during the course. This test will take place at the end of the course's teaching period (November 26).
- Individual critical self-assessment (10%): Each student will write a critical reflection on their own learning process throughout the course, evaluating their achievements, challenges, and contributions. This self-assessment must be submitted one week after the module ends (November 26).

Conditions for being assessed: Active participation in class sessions and group work, as well as submission of all individual assignments.

Requirements for passing the course: To pass the course, all three assessment activities must be successfully completed. A minimum grade of 5 out of 10 is required in each type of assessment activity.

Resit (Recovery): If a student does not pass one or more of the assessment activities, they will have the opportunity to resubmit them by December 18. The theoretical-practical test may also be retaken on this date. To resit, the student must have previously been assessed in activities that represent at least two-thirds of the final grade for the subject.

Single Assessment: The single assessment consists of an individual theoretical-practical test (45%), the individual resolution of a case study (45%), and a theoretical review of a book from the recommended bibliography (10%). These three activities will take place on November 26. The same resit policy applies as for continuous assessment: the activities may be submitted and/or reassessed on December 18.

Important Notes:

- Students who have not submitted assessment activities that represent at least 30% of the final grade for the subject will be considered Not Assessable. Minimum attendance of 80% is a methodological

- requirement for the correct monitoring of the subject.
- Feedback, grading, or return of assignments will be provided within a maximum of 20 working days.
- If a student fails the module, they must re-enroll in the next edition of the master's program. In this case, no previously earned grades will be retained.
- According to UAB regulations, plagiarism or copying of any written work or test will be penalized with a grade of 0 for the assignment, with no possibility of resubmission. This applies to both individual and group work (in the case of group work, all group members will receive a 0).

Use of AI Technologies:

The use of Artificial Intelligence (AI) tools is permitted 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 or regular handling of data, nor the student's primary responsibilities as the author of the work, such as original writing, data management and processing, critical analysis, or discussion of results.

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

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

Furthermore, students must demonstrate that the AI tools used meet appropriate standards for confidentiality, data security, copyright protection, and content reliability, in line with ethical and editorial best practices in academic research.

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Software

No software required.

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
(TEmRD) Teoria (màster RD)	1	Catalan/Spanish	first semester	afternoon