

Degree programme	Type	Course
Psychopedagogy	PR	1

Contact lecturer

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Group languages

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

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

- CA20 (Identify the psychopedagogical needs of individuals, groups and/or organisations through needs assessment in a specific educational context.) Identify the psychopedagogical needs of individuals, groups and/or organisations through needs assessment in a specific educational context.
- CA21 (Analyse the organisational development of educational centres, assessing their functionality.) Analyse the organisational development of educational centres, assessing their functionality.
- CA22 (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.) 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.
- CA23 (Weigh up the risks and opportunities of own or other proposals for psychopedagogical improvement.) Weigh up the risks and opportunities of own or other proposals for psychopedagogical improvement.
- KA16 (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.) 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.
- SA28 (Create guidance and psychopedagogical intervention projects aimed at the analysis and improvement of specific educational practices.) Create guidance and psychopedagogical intervention projects aimed at the analysis and improvement of specific educational practices.
- SA29 (Develop an attitude of participation and cooperation in an active member of the institution and its environment.) Develop an attitude of participation and cooperation in an active member of the institution and its environment.
- SA30 (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.) 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.

Contents

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: 18/01/2027 - 01/02/2027

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 2 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.

Learning activities and methodology

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

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

Continuous assessment

- The assessment of the course is based on continuous monitoring of the internship/practical training process and on the evaluation of the evidence produced throughout the training period.
- Attendance at in-person sessions and at the placement centre is mandatory. Failure to meet the attendance requirements will result in not passing the course.
- The submission date for the internship report will be during the first week of June 2027.
- Except for tutorials and complementary activities, which may be individual or group-based, all other assessment activities are individual.
- To pass the course, all pieces of evidence must achieve a minimum grade of 5 out of 10.
- According to UAB regulations, plagiarism or copying of any assignment or written test will be penalised with a grade of 0 for that piece of evidence, with no possibility of retake, whether it is an individual or group assignment (in the latter case, all group members will receive a 0).
- A student will be considered "Not Assessable" if they have not submitted evidence representing at least 33% of the total grade.

Single assessment

This course/module does not include a single-assessment system.

Points to consider:

- Feedback, returns, or grades for the assessed tasks will be provided within a period not exceeding 20 working days.
- If the course is not passed, it will be possible to retake the internship report or the failed assessments within the period established by the academic calendar.
- This course is based on the deontological principles of the profession. To pass the course, students must demonstrate attitudes consistent with professional educational practice: responsibility, punctuality, respect, teamwork skills, appropriate communication, and ethical commitment.
- In all assessed tasks, linguistic accuracy, textual coherence, and academic communication skills will be evaluated. An activity may be returned or failed if it does not meet minimum formal quality requirements.
- In this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively as support tools, such as text correction, translation, idea generation, initial content organisation, or preliminary conceptual exploration. These tasks must not replace, under any circumstances, the systematisation or standard handling of data, nor the student's main responsibilities as the author of the work, such as original writing, management and processing of their own data, critical analysis, or discussion of results.
- The student must clearly identify which parts of the work have been generated using AI technologies, specify the tool used (including version and specific function), and include a critical reflection on how the use of AI has influenced the process and the final outcome of the work. This reflection may be included in the appendix or in the methodological chapter, as appropriate.
- Failure to be transparent about the use of generative AI tools will be considered a lack of academic honesty and may result in partial or total grade penalties for the course, as well as more severe sanctions in serious cases, in accordance with institutional regulations.
- In addition, students must demonstrate that the AI tools used comply with appropriate criteria regarding confidentiality, data security, copyright protection, and content reliability, in line with good editorial practices and research ethics.

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>

Cónde Lacárcel, A., & López Núñez, J. A. (2013). Salidas profesionales del psicopedagogo en el ámbito sociocomunitario y de intervención social. En A. Fuentes Viñas (Coord.), *Itinerarios formativos y salidas profesionales del psicopedagogo* (pp. 145-171). GEU. <http://hdl.handle.net/10481/31241>

González Burgos, R. C., Quintana Rodríguez, M. L., & Bohórquez Troya, A. M. (2026). El Rol del Psicopedagogo en la Intervención Educativa: Una Revisión de Modelos y Estrategias. *Multidisciplinary Collaborative Journal*, 4(1), 463-473. <https://doi.org/10.70881/mcj/v4/n1/141>

Monereo, C. (2026). Intervenir amb sentit: les teories que orienten l'assessorament psicopedagògic. Àmbits de Psicopedagogia i Orientació, 63. <https://doi.org/10.32093/ambits.vi.63.504990>

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

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
(PEXTtutormRD) Pràctiques externes i pràcticum amb presència del tutor (màster RD)	99	Catalan/Spanish	second semester	morning-mixed