

PRACTINCOMING (PAIC) GRADO DE EDUCACIÓN SOCIAL

Guía del Practicum

Alumnado Internacional

www.ehu.eus



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RATIONALE

Internationalization is a cross-cutting process that allows universities to open up to the world in order to disseminate knowledge. As regards their internationalisation, universities have shown very significant developments, embracing new goals and with the main objective of improving the quality of our teaching. It is in this scenario that the **PractinComing**- Visiting Student Placements (**PAIC**) emerged.

PractinComing has been designed with the aim of opening up new avenues of collaboration that benefit the whole educational community, which decisively contributes to the progress of the university and socio-educational centres. **PractinComing** stimulates and promotes teaching and learning through social mobility, and fosters an improvement in relations between institutions and the university.

At the University of the Basque Country /Euskal Herriko Unibertsitatea (UPV/EHU), internationalisation is a cross-cutting focal area, as reflected in the Strategic Plan of the Bilbao Faculty of Education (2023-2026). Our faculty wishes to address and offer multilingual education that attracts international students. By deploying the **PractinComing** programme, the aim is to expand the multilingual training offer, thus encouraging international students to come and study here. International cooperation and collaboration mechanisms will thus be established to give impetus to the promotion and creation of research and innovation projects in different areas.

The main objectives of this programme are, to:

- Offer the socio-educational centres of the territory of Bizkaia and Álava the opportunity to strengthen their offering by improving multilingual training.
- Give impetus to international placements for Social Education students to enrich cross-cultural intervention.
- Contribute an international perspective both to the entity and its workers as well as to the people with whom it intervenes.

- Generate spaces for intercultural collaboration between socio-educational centres and the university.

As a public university, this programme will promote the Sustainable Development Goals ([SDGs](#)), contributing to society's progress towards gender equality (SDG 5) through social mobility, providing quality education (SDG 4) and promoting sustainable cities and communities (SDG 11).

1. CONTEXTUALIZATION

The current study plans to reinforce work placements in the initial training and, at the same time, there is a strong focus on student mobility. This process must be carried out both within the network of state universities, as well as with foreign universities within and outside Europe.

At the Bilbao Faculty of Education, we therefore believe it to be extremely important to open up avenues for collaboration with socio-educational centres in Bizkaia and Álava.

The socio-educational centres participating in PractinComing will have international students from the Faculty of Education of Bilbao, on the Degree in Social Education who will complete their curricular placements in different situations.

Depending on the length of the visiting student's stay, three pathways are planned:

Pathway	Duration
Practicum I	Between 2-4 weeks
Practicum II	Between 5-8 weeks
Practicum III	Between 9-12 weeks

These work placements will be coordinated between the Office of the Vice-Dean for International Relations and Mobility, and the Office of the Vice-Dean for Work Placements of the Degree in Social Education and Transfer of the Bilbao Faculty of Education (UPV/(EHU)).

1.1. Responsibilities and Tasks

Bilbao Education Faculty	University tutor	Instructor of the socio-educational centre	Students
<ul style="list-style-type: none"> — Coordination between the Office of the Vice-Dean for International Relations and Mobility, and the Office of the Vice-Dean for Work Placements of the Degree in Social Education and Transfer. — Assignment of socio-educational centre. — Assignment of placement tutor 	<ul style="list-style-type: none"> — Organise meetings with students in order to collaboratively solve any problems that may arise during the placement period. — Keep in contact with the Directors or Coordinators of the centres and with the Instructor of the socio-educational centre. — Guide students in the preparation of the Practicum report. — Grade the Practicum period, taking into account the activities by the students that appear in the training projects and the assessment by each Instructor. 	<ul style="list-style-type: none"> — Host students on placement during the periods established throughout the academic year. — Advise the students on placements about the characteristics of the group with which they will be working. — Mentor and help each student during the Practicum, facilitate autonomy and the sense of responsibility in the tasks to be carried out. 	<ul style="list-style-type: none"> — Comply with the attendance and punctuality requirements at the centre and respect its regulations. — Know the Practicum programme and collaborate in its development. — Collaborate with the Instructor of the socio-educational centre and tutor of the Bilbao Faculty of Education. — Deliver the requested documents and report within the stipulated period. — Establish respectful relationships with all stakeholders of the socio-educational community.

For further information, please contact:

- **Office of the Vice-Dean for Work Placements of the Degree in Social Education and Transfer at the Bilbao Faculty of Education.**

Office 0s12B
Tel: + 34 946 01 4626
Barrio Sarriena s/n 48940. Leioa (Bizkaia)
Email: bhf.practicum-gh@ehu.eus

- **[Office of the Vice-Dean for International Relations and Mobility,](#)
at the Bilbao Faculty of Education**

Office 0S03B
Tel: +34 946 017 503
Barrio Sarriena s/n 48940. Leioa (Bizkaia)
Email: magisteriobi.internacional@ehu.es

2. PLANNING AND IMPLEMENTATION OF THE PRACTINCOMING (PAIC)

2.1. General objective

To provide a transformative experience that fosters students' personal and professional development, promotes the acquisition of intercultural skills and improves their pedagogical competence in a globalized context.

2.2. Competences

Starting from the UPV/EHU Catalogue of Transversal Competences (2019) and the UN 2030 Agenda for Sustainable Development (2015), visiting students will acquire the following transversal competences in the placement period to enrich their development and training pathways in the area of education:

- C1. Take into account their previous experiences in order to anticipate problems and plan possible solutions.
- C2. Implement personal plans and projects, seeking learning opportunities in different contexts to continue training and to meet their personal and professional expectations.
- C3. Generate key lessons learnt by selecting and integrating knowledge from scientific areas and contexts not directly related to their field of study.
- C4. Describe contextualised actions and behaviour in their area of study that respect cultural and linguistic diversity.
- C5. Transfer and disseminate the results of a research and/or scrutiny process to diverse and specific social contexts.
- C6. Make group or individual proposals aimed at improving the profession.
- C7. Recognise the importance of cooperation and access to science, technology and innovation, and sharing knowledge.
- C8. Be able to raise awareness about the importance of establishing global, national and local alliances for sustainable development.

Depending on the period of stay of the visiting students, the Practicum will be divided into three different periods, with tasks aimed at the gradual achievement of general competences, with partial and independent assessments.

	General Competences
PRACTICUM I	Knowledge of the socio-educational reality
PRACTICUM II	Knowledge and practice of the professional role of Social Education
PRACTICUM III	Putting into practice the competences related to the professional action of Social Education.

3. TASKS TO BE CARRIED OUT BY STUDENTS

3.1. Before the work placement

Before the work placement period, visiting students must agree together with the university tutor and the instructor of the placement centre on their training project. That will involve establishing the educational goals and the tasks to be implemented during the placement (Annex 1).

3.2. During the placement period:

Depending on the placement period, the visiting student will carry out different tasks:

3.2.1. Practicum I: Between 2- 4 weeks

The main objective of this placement period is for students to immerse themselves in the socio-educational intervention context of the Basque Autonomous Community (CAV).

During their time at the socio-educational centre, students will:

- Carry out a general observation of the socio-educational centre and its characteristics
- Conduct a comparison with the situation in their country of origin.
- At the end of the process, prepare a final report (Annex 2)

3.2.2. Practicum II: Between 5-8 weeks

The main objective of this placement period is the observation and analysis of the Basque socio-educational context.

During their time at the socio-educational centre, students will:

- Analyse the socio-educational centre and its characteristics
- Produce a minimum of descriptive and reflective observations between two and three incidents or issues related to the experienced reality (Annex 5)
- Conduct a comparison with the situation in their country of origin.
- At the end of the process, prepare a final report (Annex 3)

3.2.3. Practicum III: Between 9-12 weeks

The main objective of this placement period is to be able to systematize different critical incidents, as well as to participate actively and committedly in the development of the tasks entrusted to the entity and design and implement an intervention, indicating the evaluation process of the intervention.

During the placement at the socio-educational centre, students will:

- Analyse the socio-educational centre and its characteristics
- Produce a minimum of descriptive and reflective observations between three and four incidents or issues related to the experienced reality (Annex 5)
- Conduct a comparison with the situation in their country of origin.
- At the end of the process, prepare a final report (Annex 4)

4. TASKS TO BE CARRIED OUT BY THE INSTRUCTOR OF THE SOCIO-EDUCATIONAL CENTRE

Tutors must be familiar with the student's Regulations and the Practicum Guide. Both documents are available on the Practicum website of the Faculty of Education. In addition, they will carry out the following tasks:

- ✚ Inform the assigned students about the characteristics of the socio-educational centre, its contextualization in terms of the group or population served, and the resources that the socio-educational centre makes available to the student.
- ✚ Supervise the training actions that the student has to carry out in the classroom, and which are detailed in the Student Guide.
- ✚ Conduct a final assessment session with the student. Subsequently, complete Annex 6 and send it to the tutor in the Faculty of Education:

Name of the tutor at the university
Faculty of Education of Bilbao UPV/EHU Barrio
Sarriena, s/n
48940 Leioa / Bizkaia

4. TASKS TO BE CARRIED OUT BY THE UNIVERSITY TUTOR

Tutors should be aware of the placement plan for visiting students (PAIC). It is available on the Bilbao Education Faculty website. In addition, they will carry out the following tasks¹.

- ✚ Schedule and manage the tutoring of visiting students in which different aspects of the Practicum will be dealt with and the tasks to be carried out will be explained.
- ✚ Contact the student's tutor at the socio-educational centre to provide them with the Practicum Guide. These instruments will also be available on the website of the Bilbao Education Faculty². It is important that the instructor of the socio-educational centre is informed of the goals of the placement, the envisaged achievement, as well as the different phases and processes that the student must go through.
- ✚ The tutor of the University is in charge of entering the final grade in GAUR during the official grading period.
- ✚ Should students fail to attend the placement centre, they must inform the Vice-Dean of Placements of the Degree in Social Education and Transfer and the Vice-Dean of International Relations and Mobility

6. ASSESSMENT

^{1/2} <https://www.ehu.es/es/web/bilboko-hezkuntza-fakultatea/practincoming-paic>

6.1. Assessment by the University Tutor

The university tutor will take into account the active participation of students in their placement process; furthermore, they will take into account the degree of effort, achievements and knowledge acquired with respect to the competences for the final assessment (See Annex 7).

Delivery of Placement Reports to students: The work and placement reports together with the attached material will be kept by the teaching staff until the end of the following academic year, twelve months the students' grades having been officially recorded. At the end of this period, if students have not requested the work and reports be returned, they will be destroyed.

Furthermore, the publication or total or partial reproduction of the works and reports, or their use for any other purpose, must be expressly authorised by the authors (UPV/EHU Management Regulations, Article 49).

6.2. Assessment by the Instructor of the socio-educational centre

The tutor of the socio-educational centre has at their disposal a sheet with the indicators that can be taken into account to assess the students (Annex 6). The tutor should focus on the following aspects: punctuality and attendance; interest and motivation; interest in learning, attitude of empathy with the people involved; collaborative attitude with the instructor of the centre and the centre itself in general, etc.).

At the end of the placement, the assessment will be sent to the tutor at the Education Faculty to be included in the final assessment.

Grade weighting

The PAIC assessment will be conducted based on the following assessors, instruments and percentages:

ASSESSOR:	ASSESSMENT TOOLS:	PERCENTAGE AWARDED:
Tutor of the Faculty of Education	Report assessment heading (Annex 7)	50%
Tutor of the socio-educational centre	Assessment questionnaire for Instructors (Annex 6)	50%
		100%

**** Students must pass all the part of the course to pass the subject.

Placements will be graded as a fail in the following cases:

When there are two unjustified absences from the placement centre, students will be graded as failing the subject and the placement will have to be repeated in full.

When the grade awarded by the instructor of the residential centre is less than 5 points out of 10, students will be graded as failing the subject and the placement will have to be repeated in full.

If, after the integration of the different parts, the tutor of the Faculty considers the activity carried out by the student not to be sufficient, the student will be failed in that subject. The student must sit the extraordinary session and prepare a new report. In that case, if the student does not pass the subject, they will have to repeat the placement in its entirety.

Placements will be graded as not completed when the student is enrolled in the subject, but does not attend the assigned socio-educational centre, or attends without the express authorization of the Vice-Dean of Placements of the Degree in Social Education and Transfer and the Vice-Dean of International Relations and Mobility and

without having been assigned that centre and a tutor from the university, as well as in case of not delivering the final report.

ANNEXES

Annexes related to the PAIC process:

Annex 1	Training Project
Annex 2	Guide for producing the PI report
Annex 3	Guide for producing the PII report
Annex 4	Guide for producing the PIII report
Annex 5	Guidelines for preparing the report
Annex 6	Assessment questionnaire for instructors of the socio-educational centre
Annex 7	Report assessment heading
Annex 8	Responsibilities regarding collecting and using information

Annex 1 TRAINING PROJECT

ACADEMIC YEAR/.....

Mr./Ms. (Student name and surname(s))

ID No:

As the Student

Mr./Ms (Tutor name and surname(s))

As the Instructor

Mr./Ms (Instructor name and surname(s))

As the instructor representing (the partner insitution)

Pursuant to the provisions of the Educational Cooperation Agreement between the UPV/EHU and this institution, the following information is recorded:

- 1.- Teaching provided by UPV/EHU
2.- Place where the activities take place
3.- Instructor of the entity
4.- Academic tutor
5.- Head of the Placement Programme (RPP) or, where applicable, head of placements of the degree

6.- Educational goals:

Core, generic and/or transversal skills to be acquired by the student:
1.-
2.-
(...)

Specific skills to be acquired by the student

1.-

2.-

(...)

Learning outcomes: 1.-

2.-

(...)

7.- Activities or tasks to be carried out: Description of activities or tasks to be carried

1.-

2.-

(...)

8.– Length of the Placement Programme: From to(dd/mm/yy)

9.– Placement Schedule:

10.– Total number of hours:

11.– The data of the signatory parties must be used solely for the exclusive purposes of the Agreement. The signing of this document implies the authorization for the personal data of its holders to be transferred and processed for these purposes.

12.– The signatory parties undertake to maintain confidentiality in relation to the internal information of the collaborating entity and to maintain professional secrecy, so that they will not reveal, communicate or make known to third parties the data they know and obtain as a result of the placement, before, during or once it has ended.

13.– As regards the rights and obligations of the parties, the provisions of the UPV/EHU's Regulations Regulating External Academic Placements for Students must be followed.

14.– (As applicable) Total Grant Package.....€.

The collaborating entity must make the payment of the amount established in the Grant Package directly to the student by the means it deems appropriate and will comply with the corresponding tax obligations,

Signed in on

Student of the UPV/EHU (Signature)	Tutor of the UPV/EHU (Signature and stamp)	Instructor of the entity (Signature and stamp)
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Only when a grant package exists

RPP or, when applicable, the person in charge of placements for the degree
(Signature and stamp)

Head of the entity
(Signature and stamp)

SCRIPT FOR PREPARING THE PI REPORT

The PAIC PI report should be structured as follows:

1. Cover page (With the following data: name and two surnames of the student and ID card, academic year, name of the degree being studied, specialty, placement centre, location and name and two surnames of the instructor of the socio-educational centre and the tutor in the Faculty of Education).
2. Table of Contents
3. Introduction
4. Descriptive analysis of the context of the centre at which the placement is carried out (entity, funding, institutional fabric, framework law, history and current situation)
5. Comparative analysis between the socio-educational reality of the country of origin and that of the host country.
6. Assessment of the placement period
7. Bibliography (The sources used to complete the report (books, journals, official documents, etc.) must be duly cited. (See the Guidelines for the preparation of the Bibliography³).

N.B.: The guidelines set out in Annex 8 regarding liability for the collection and use of information will be taken into account.

Annex 3

SCRIPT FOR PREPARING THE PII REPORT

The PAIC PII report should be structured as follows:

1. Cover page (With the following data: name and two surnames of the student and ID card, academic year, name of the degree being studied, specialty, placement centre, location and name and two surnames of the tutor of the socio-educational centre and the tutor in the Faculty of Education).
2. Table of Contents
3. Introduction
4. Descriptive analysis of the situation of the socio-educational centre at which the placement is carried out (entity, funding, institutional fabric, framework law, history and current situation)
5. Observations made: description and analysis (between 3-6 observation, as per Annex 5 script)
6. Comparative analysis between the Basque educational reality and that of the country of origin.
7. Assessment of the placement period
8. Bibliography (The sources used to complete the report (books, journals, official documents, etc.) must be duly cited. (See the Rules for the preparation of the Bibliography⁴).

N.B.: The guidelines set out in Annex 8 regarding liability for the collection and use of information will be taken into account

4

https://addi.ehu.es/bitstream/handle/10810/55434/GU%c3%8dA%20CITAR_REFERENCIAR%20F UENTES%20ACADEMICAS_BHF.pdf?sequence=1&isAllowed=y

Annex 4

SCRIPT FOR PREPARING THE PIII REPORT

The PAIC PIII report should be structured as follows:

1. Cover page (With the following data: name and two surnames of the student and ID card, academic year, name of the degree being studied, specialty, placement centre, location and name and two surnames of the tutor of the socio-educational centre and the tutor in the Faculty of Education).
2. Table of Contents
3. Introduction
4. Descriptive analysis of the situation of the socio-educational centre at which the placement is carried out (entity, funding, institutional fabric, framework law, history and current situation)
5. Observations made: description and analysis (between 3-6 observations, as per Annex 5 script)
6. Log of critical incidents (minimum 2) (Annex 5)
7. Comparative analysis between the Basque educational reality and that of the country of origin.
8. Assessment of the placement period
9. Bibliography (The sources used to complete the report (books, journals, official documents, etc.) must be duly cited. (See the Rules for the preparation of the Bibliography⁵).

N.B.: The guidelines set out in Annex 8 regarding liability for the collection and use of information will be taken into account

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https://addi.ehu.es/bitstream/handle/10810/55434/GU%c3%8dA%20CITAR_REFERENCIAR%20F UENTES%20ACADEMICAS_BHF.pdf?sequence=1&isAllowed=y

Annex 5

GUIDELINES FOR PREPARING THE REPORT

Introduction: The main objective of the Introduction is to establish the framework in which the placements have been carried out in order to situate the reader and promote the understanding of the document.

Analysis of the reality of the socio-educational centre: With regard to the analysis of the reality, students have to focus both on the different realities presented by the socio-educational centre, as well as on the characteristics surrounding the intervention model, diversity, etc. Therefore, it will be of interest to take into account:

- Contextualization of the entity (entity, financing, institutional fabric, framework law, history and current situation)
- Population served in the state
- Profile of the professionals working in the entity
- Intervention model

Observations: Regarding the observations carried out, the work must include the main elements on which this Practicum is articulated

- a) **Observation:** At this point, students will provide the files of the observations made and will critically assess the achievements and difficulties of their observation, the scope or not of the competences and learning outcomes initially proposed, the general contribution of the placement period to their training as a social educator, etc.
- b) **Analysis and Reflection:** Students will focus on themselves, on their personal experience as a future educator, undertaking self-criticism of their performances. The development of this section can be developed either in the form of a diary, or structured by themes: reflections on the context, on educational practice, reflections on their own observations, reflections on their relationship with the recipients or students, reflections on the work of synthesis and compilation to prepare the report, etc.

OBSERVATION AND REFLECTION FORM			
Number			
Name and surname(s)		Degree	
Centre		Date	
Observed aspect			
Date	Time	Place	Duration
Observed Group			
Short description of the observation			
Questions and reflections arising from the observation			
Analysis and research during the reflection process <ul style="list-style-type: none"> - How did the centre educator react to the type of situation described? What are their opinions? 			

Critical Incidents: The following information will be taken into account to log incidents

SYSTEMATIC LOGGING OF CRITICAL INCIDENTS

(1) I.C. REGISTRATION (Situation of the daily practice that catches your attention)	(2) PEOPLE INVOLVED What they say/how they act/why they act the way they do)	(3) CONSEQUENCES (Identify the problem generated by the incident and who it affects)	(4) CRITICAL ANALYSIS (IIP student assessment of what happened/why) Procedure / Content -	(5) SOLUTION PROPOSAL (Reflection on what other actions would have been possible and opportune /why)

Comparative analysis between the Basque educational reality and the country of origin: In order to reflect on the differences and similarities between educational models, students must answer the following questions: What aspects have caught my attention the most about the socio-educational intervention model of the Basque Autonomous Community? What are the differences and similarities with the intervention model in my country?

Assessment of the placement period: The student will answer the following questions: What have I learned about socio-educational intervention and the classroom in its socio-educational context? How does what I have done in the Practicum affect my professional future? Explain what difficulties, surprises, limitations... you have experienced.

Annex 6

ASSESSMENT QUESTIONNAIRE FOR TUTORS OF THE SOCIO-EDUCATIONAL CENTRE

ASSESSMENT QUESTIONNAIRE FOR TUTORS OF THE SOCIAL CENTRE

SCHOOL NAME.....

STUDENT.....

SCHOOL TUTOR.....

We suggest you consider the following aspects to make the assessment task easier.

The tool is in the form of a rubric, that is, you should indicate in each item where you think the student has been on scale during the course their placement; in some case if you think that giving one or more examples can help you better understand your assessment, we encourage you to compile and include them in the space provided. If you consider it appropriate, you should also cover aspects that are not found in this document.

Finally, you need to provide a grade from 1 to 10.

Please send this completed form to the tutor of the faculty one week (at the latest) after the end of the placement.

Mila esker! for your collaboration.

PRACTICUM

CONCEPT	ASSESSMENT AND EVIDENCE		
A) <u>REGULATIONS & OPERATION</u>			
1. Punctuality	Usually late	Sometimes late	Always arrived on time
Example			
2. Compliance of the centre's rules	Has not easily adapted to the centre's rules	In general, has adapted to the centre's rules	Adapted very well
Example			
B) <u>PERSONAL VALUES</u>			
3. Enthusiasm and attitude to work	Shown a passive attitude towards work	Shown a positive attitude overall	Often shown a proactive/self-starter attitude
Example			
4. Self-criticism	In general, has not shown a self-critical attitude. Not accepted/has had a hard time accepting suggestions	Has sometimes shown a self-critical attitude/accepted suggestions	In general, has shown a self-critical attitude
Example			

5. Relationships with the centre's professionals	Has found it difficult to relate	Has built adequate relationships	Shown a great ability to relate and communicate
Example			
6. Relations with the project users at the centre (listening, sensitivity, etc.)	Has found it difficult to relate	Has built adequate relationships	Shown a great ability to relate and communicate
Example			
7. Relationships with the other members of the Educational Community (volunteering..)	Has found it difficult to relate	Has built adequate relationships	Shown a great ability to relate and communicate
Example			
8. Adaptation to the social and cultural diversity of the school	Has not adapted properly	Adapted well	Adapted very well, very sensitive to diversity
Example			
9. Educator-User Distance ("red lines" to be respected in the educational relationship)	In general, struggled to maintain that distance	At times, struggled to maintain that distance	Always maintained that distance
Example			

C) EDUCATIONAL ACTION			
Communicative competence			
10. Ability to communicate with users (both in groups and individually)	Has not adapted their way of speaking/communicating to the level of the users	Managed well	Managed very well
Example			
11. Ability to adapt to users' needs	The individual needs of users not taken into account	In general, taken into account	Shown great ability to identify and adapt to the needs of users
Example			
12. Non-verbal communication	Has not used non-verbal communication carefully	In general, has used appropriate non-verbal communication	Always used proper non-verbal communication
Example			
Level of knowledge and adequacy of explanations			
15. Level of knowledge of the content	In general, has shown a lack of knowledge of the content	Managed well	Had clearly mastered the content
Example			
16. Adequacy of explanations	In general, shown difficulties in explaining himself	Overall managed well	In general, managed the explanations very well

Example			
17. Attitude towards unfamiliar aspects	Passive attitude towards unfamiliar aspects; not shown willingness to learn	Active attitude towards unfamiliar aspects; shown willingness to learn	Pro-active attitude towards unfamiliar aspects; always shown willingness to learn
Example			

18. Ability to motivate	Found it hard to motivate users	Overall, able to motivate users	Great ability to motivate users
Example			

Creativity

19. Creative Attitude	Not proposed any creative activities	Tended to come up with some creative proposals	Often proposed creative activities
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Example			
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Competence for Conflict Resolution

20. Conflict Resolution Skills	Very few attempts at conflict resolution; not shown the appropriate skills.	Occasionally attempted conflict resolution	Shown a great ability for conflict resolution
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Example

ANY FURTHER COMMENTS:

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FINAL GRADE: _____

Signed.:

Tutor

Coordinator

Centre Stamp

Annex 7

REPORT ASSESSMENT RUBIC

An assessment rubric is proposed for the student's Placement Report. This instrument focuses on 4 focal points: presentation, style-textuality, reflection and other assessments.

This conversion table can be taken into account when awarding the final grade:

Conversion Table

Reference Score of the Report	Quantitative valuation	Qualitative assessment
3 – 4	9 – 10	Outstanding
2 – 2.9	7 – 8.9	Very Good
1 – 1.9	5 – 6.9	Pass
0 – 1	0 – 4.9	Fail

Rubric

1.PRESENTATION			
4	3	2	1
Meets the formal criteria required (see Annex 5)	Meets the formal criteria required, but is 25% below requirements.	Meets the formal criteria required, but is 50% below requirements.	Does not meet the formal requirements.

2.STYLE AND TEXTUALITY (A table is attached at the end in order to better assess this point)***			
4	3	2	1
No drafting, grammar or syntax errors in the report.	Very few drafting, grammar and/or syntax errors, and they are limited to some sections	Considerable number of drafting, grammar and/or syntax errors in most of the sections.	Excessive number of drafting, grammar and/or syntax errors in all sections.
Excellent proficiency in the presentation of ideas, reflections, and personal opinions.	Considerable mastery in the presentation of ideas, reflections, and personal opinions.	Little mastery in the presentation of ideas, reflections, and personal opinions.	No mastery shown in the presentation of ideas, reflections and personal opinions.

Collected extensive evidence regarding their academic, professional and/or personal performance.	Collected considerable evidence regarding their academic, professional and/or personal performance.	Collected limited evidence regarding their academic, professional and/or personal performance.	No evidence collected regarding their academic, professional and/or personal performance.
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3. REFLECTION			
4	3	2	1
All aspects of the placement proposed for the report identified, observed and discussed; the relationship established between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.	Items of the placement proposed for the report identified, observed and discussed, but 25% missing; the relationship established between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.	Items of the placement proposed for the report identified, observed and discussed, but 50% missing; the relationship established between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.	Very few (or none) of the proposed placement features for the report identified, observed and discussed. Furthermore, no relationships between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.

<p>Many in-depth contributions to training sessions and group and individual seminars, which enriched their reflections during the placement.</p>	<p>They contributed to training sessions and group and individual seminars, although not to a high quality or in depth. This enriched reflections during the placement.</p>	<p>Few contributions to training sessions and to group and individual seminars, and those contributions were of poor quality and little depth.</p>	<p>No contributions to group or individual seminars.</p>
<p>The importance of academic learning and personal development valued during the placement. Strengths and weaknesses that need to be identified and improved on pinpointed.</p>	<p>Placement valued but made no specific references to what brought them to this academic learning and personal development. Some strengths, weaknesses and areas for improvement identified.</p>	<p>Superficial appreciation of the placement without identifying strengths, weaknesses and areas for improvement.</p>	<p>No assessment of the placement, any strengths, weaknesses or areas for improvement identified.</p>

Elements of the European Framework of Reference for Languages for the assessment of a written text

Suitability	<p>Focuses on the topic.</p> <p>Explains and argues, not limited to mere examples and events. The type of text is appropriate.</p> <p>Takes into account the recipient of the text, the purpose of the text, the context... and use the appropriate register.</p>
Coherence	<p>Expresses the ideas clearly and precisely, organized appropriately.</p> <p>The structure of the text is appropriate. Progressively sets out the information.</p>
Cohesion	<p>Ideas and phrases are expressed correctly and appropriately, using various cohesive elements to unify the text.</p> <p>The punctuation is correct and adequate. The text is easy to read.</p>
Wealth	<p>Use appropriate vocabulary. Expresses ideas appropriately and precisely, using complex structures correctly.</p>
Correction	<p>The spelling used is correct.</p> <p>There are no mistakes that are repeated over and over again.</p> <p>Very few mistakes, which do not hinder the understanding of the text in any way.</p>

Annex 8

RESPONSIBILITIES FOR OBTAINING AND USING INFORMATION

Use of personal data

When producing the report, personal data (names, addresses, etc.) should not be used that can identify people, whether the ones working in the centre or any other professional or family member. Therefore, fictitious names should be used or only the initial of the name should be given in order to facilitate the reporting of experiences and reflections.

Sharing Recordings, Photographs and Files

When on a placement at a socio-educational centre, recording activities at the centre, taking photographs of students, teachers or relatives and then publishing them in writing or digitally (on the Internet, in electronic or written publications, in the Practicum report, etc.) must be done with great care and in compliance with current legislation.

Before carrying out any of these acts (recording, photographing, publishing, etc.), both the instructor and the director of the centre should be consulted in order to discover the procedure in place when working with images, such as: asking for permission from minors and teachers; recording or taking pictures of their backs or digitally erasing their faces; looking for frames in which their faces are not visible; or not taking photos or recordings. If in doubt, it is best not to post an image.

The following legislation governs the rights of all citizen, particularly minors, with respect to honour, personal and family privacy and one's own image:

- Fundamental rights and public freedoms, regulated by Title I of the Spanish Constitution (Article 18)
- Organic Act 1/1982, of 5 May, on the Civil Protection of the right to Honour, Personal and Family Privacy and One's Own Image.
- Legal Protection of Minors 1/1996 of 15 January 1996 (Article 4)
- Protection of Personal Data 15/1999, of 13 December:
 - o Obligations and responsibilities of the Centre and teachers with respect to students' personal information.
 - o A standard document is also provided to request permission for the use of photographs and recordings

COMMITMENT TO THE PRACTICUM

Mr./Ms.

With ID

POSTCODE)

_____ TELEPHONE _____

A student of the Bilbao Education Faculty in the Degree in Social Education Course ____, undertakes to respect the regulations of the placement centre, to ensure the confidentiality of data and people related to the centre and not to use documentation or photographs of the centre without the express authorisation of the institution.

Leioa,

SIGNED