



## COURSE DATA

### DATA SUBJECT

**Code:** 46954  
**Name:** Internship  
**Cycle:** Master's Degree  
**ECTS Credits:** 15  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	2	Indefinite (Individuals)

### SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Pràcticas Externas	INTERNSHIPS

### COORDINATION

GONZALEZ SUCH JOSE

## SUMMARY

The external internships of the Master's Degree in Special Education are developed in a module that runs from October to January/February. It is carried out in the second year and involves a stay in educational and/or social and health care entities that attend to people with needs caused by situations of disability and/or neurodevelopmental disorders. For justified reasons on the part of the student, it may take place in a period other than October-January, within the academic year in which he/she is enrolled.

The selection of the internship centre is managed at the beginning of the second year, and the period of stay at the external centre begins in the second year. Likewise, the activities of monitoring and preparation of the report will take place during the first semester of the second year.

The general objectives of the external internships are directly linked to four of the overall objectives of the Bachelor's degree:- To have the ability to understand knowledge of their area of study.- That students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of Study.- Interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.- Ability to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience. Specifically, the central objective of the External Internships is to train the student



in intervention in educational contexts based on observation, analysis and participation in real professional situations, under the tutelage of a professional. - Observe the reality of diversity in the centre or in the internship site, analysing the features based on the guidance received in this regard.- Study the different roles and functions of the specialist in the field they have chosen.- Collaborate with the professionals of the internship centres in the activities carried out.- Analyse the experiences observed in the internship centres.- Maintain contact between the internship tutors and the tutors of the faculty, as well as with other colleagues who are carrying out the External Internships.- Contrast the current legislation of the educational context with the reality lived in the internship center.- Relate the theoretical and practical learning received through the different subjects with the educational experiences and experiences.- Systematize this integral experience in a memory, a text, a story, etc., once the internship period has ended.- Intervene in the socio-educational processes that take place in the internship centers, collaborating with the professionals.- Evaluate the interventions carried out with the information that will be available from the center.- Reflect on the role of the professional in the internship centers.

**AREAS OF PROFESSIONAL ACTION**In the practicum, the contents to be worked on are linked to the different areas of intervention in which the function of the specialist in Special Education is structured, and which serve to systematize the work programs that are carried out in the Internship Centers. These areas of intervention are the following, focused on the field of diversity:

- Educational innovation - Adult education- Migrations and interculturality- Education and ICTs- Education and work- Environmental education- Attention to diversity- Educational guidance, diagnosis and advice

**TUTOR PROFILE COMPANY INSTITUTION OR ENTITY**The profile of the tutor of the company, institution or entity is the specialist in Special Education, such as PT, LA, sociopsychopedagogy. Although, exceptionally, and with the approval of the commission, other profiles may be assessed in emerging contexts. With regard to internship centres, the most common are listed there, since the professional field of Special Education is very extensive:

Nursery schools, primary schools, secondary schools, adult training centres, special education schools, psycho-pedagogical guidance services, psycho-pedagogical offices, municipal educational services, pedagogical resource centres, vocational training centres, universities, educational foundations, publishers of teaching materials, training companies, occupational training centres, inclusion support services educational institutions, school reinforcement entities, educational innovation projects, museums with educational programmes, libraries with pedagogical activities, NGOs with educational projects, public or private institutions that develop training and pedagogical advice programmes.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

No prerequisites have been established to take the subject



## COMPETENCES / LEARNING OUTCOMES

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Analyse and plan responses regarding assessment and/or intervention in relation to professional practice in therapeutic pedagogy, in hearing and language or in disability care.

Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Be able to communicate conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, implement and evaluate inclusive education strategies.

Design, plan and evaluate ordinary and specific care measures according to the different specific educational support needs, as well as in social and work contexts.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the impact of specific educational support needs on family relationships.

Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know the contributions of assistive technologies, authoring programmes and alternative and/or augmentative communication systems.

Know the current international, national and regional regulations regarding attention to specific educational support needs and in the social and/or employment context.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

Know the programmes offered by the educational administration.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.



## DESCRIPTION OF CONTENTS

The contents to be worked on in this module are linked to the three areas of intervention in which the function of the specialist in Special Education is structured, and which serve to systematize the work programs that are carried out in the internship centers:

Therapeutic Pedagogy

Hearing and Language

Disability Care

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at the internship centre	300,00
Attendance at supplementary activities	0,00
Monitoring and tutoring of internships	30,00
<b>Total hours</b>	<b>330,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	0,00
Preparation of supplementary reports	15,00
Preparation of the internship report and evaluation of the internship	30,00
<b>Total hours</b>	<b>45,00</b>

## TEACHING METHODOLOGY

The knowledge, skills and abilities involved in the external internship module comprise two fundamental parts:

- Work in the internship center from professional criteria.



- The analysis, critical reflection and structured presentation of this work based on the knowledge acquired throughout the master's degree in the dissertation.

Specifically, the skills and abilities involved in these two work nuclei are mainly the following:

- Work at the internship centre:
  - o Integration into the work team.
  - o Participation.
  - o Responsibility and professionalism.
  - o Initiative and capacity for autonomous work.
  - o Critical capacity.
- The analysis of this work:
  - o Adaptation to the specific objectives of external internships.
  - o Clarity and structuring of the presentation of the required data and information.
  - o Clarity, deepening and structuring of the analysis and reflection on the practices carried out, based on the theoretical contributions reviewed during the master's degree (the subjects and their contribution) and the specific documentation reviewed during the external internships.
  - o Writing, documentation, argumentation, conceptual rigor and appropriate use of vocabulary specific to the field of work.
  - o Critical review of the work carried out.
  - o Organization, presentation and spelling.



## EVALUATION

Each tutor of the University will grade their students individually. The final evaluation of the external internships will be carried out based on the consideration of three sections, weighted as follows:

1. Evaluation of the tutor of the University based on the assessment of attendance at tutorials, participation and evaluation of the internship report (60%).

In external internships, the work carried out in the centre is as important as the reflection based on this work. Both are presented in the report following the guidelines outlined in the following section. Each tutor of the university may specify, according to the activity carried out in the different places of practice, additional or different specifications.

The fundamental criteria for the correction of the report will be the following:

- ü Clarity and structuring of the presentation of the required data and information.
- ü Clarity, deepening and structuring of the analysis and reflection on the practices carried out.
- ü Adequacy a The Objectives specific of the external internships.
- ü Organization, presentation and spelling.
- ü Writing, documentation, argumentation, conceptual rigor and appropriate use of the specific vocabulary of the discipline.

In order to prepare the report, the use of information about the internship centre and its users may be required, which the centre's tutor may or may not provide. If you access it, you must be extremely cautious with the use of personal data and confidentiality must be respected at all times. In the event that personal data appears in a report, this commitment also extends to the university tutor.

2. Evaluation report from the tutor of the internship center (30%).

The tutor of the centre is the person who has been responsible for the direct tutoring of the student in practice and can provide a

reliable assessment, taking into account criteria such as their participation and integration into the work team, the professionalism and responsibility shown, initiative, etc.

ADEIT will send the external tutors an online questionnaire for the evaluation of the trainees.



### 3. Student self-assessment report (10%).

The student knows their work in the internship center, their involvement and response taking into account the specific situation they have encountered. You are asked to evaluate your practices based on the following criteria:

- ü Responsibility and professionalism.
- ü Attitude and cordiality.
- ü Autonomy.
- ü Integration into the work team.

Attached to this document are a model for **the student's** self-evaluation report.

The student will submit the report to his/her university tutor according to the date indicated in the time planning section of this guide, including the self-assessment questionnaire that appears in the annex.

There are two situations that may mean not being able to pass the external internship subject, which imply a different recovery process:

- If the internship period has been carried out correctly, but the completion of the report is incorrect or deficient, the student may repeat it and present it to his or her tutor at the university in the second call in July.
- If the report from the internship center, corroborated by the tutor of the university, is negative and indicates significant problems in the development of the internship, the entire internship period must be repeated the following year.

The fraudulent performance of assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Qualification Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI), which is not previously and expressly authorised by the teaching staff, to prepare assessment materials, will allow them not to be considered as their own authorship and



will be treated in accordance with current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

CHARTIER, R. (1998): *Escribir las prácticas: discurso, práctica, representación*. València: Cañada Blanch.

SANTOS, M. A.; MANTECÓN, B. i GONZÁLEZ, C. (1997). *Libro de estilo*

*para universitarios*. Màlaga: Manuel Gómez Ediciones. SHÖN, D. (1992). *El práctico reflexivo*. Barcelona: Paidós.

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ZABALZA, M. (2003). «El aprendizaje experiencial como marco teórico para el prácticum». En les actes del *VII Simposium Internacional sobre el Prácticum*. Poio, Universidad de Santiago de Compostela.