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**COURSE GUIDE**  
**Universidad Católica de Valencia**

***Design and evaluation of programs and  
projects of socio-educational action***

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Year 2024-25



## COURSE GUIDE TO *Design and evaluation of programs and projects of socio-educational action*

		ECTS
<b>MODULE:</b> Design, Management and Evaluation of educational intervention programs.		6
<b>FIELD:</b> Planning and design of educational intervention programs.		12
<b>Subject:</b> Design and evaluation of programs and projects of socio-educational action		18
<b>Type of learning:</b> Obligatory	<b>YEAR:</b> 3 <sup>rd</sup> . <b>Semester:</b> 2 <sup>nd</sup> .	
<b>Teacher:</b> Dr. Marcelo Viera Abelleira	<b>Department:</b> Department of Inclusive Education, Socio-Community Development and Occupational Sciences	
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## SUBJECT ORGANIZATION

Design and evaluation of programs and projects of socio-educational action			Nº ECTS: 18	
<b>Duration and temporal location within the curriculum:</b> The subject Design, Management and Evaluation of educational intervention programs forms part of the module Design, Management and Evaluation of educational intervention programs. Subjects of the “organization and management of associations and socio equipment”.				
It aims to provide knowledge and tools for proper planning and evaluation which ensure the quality of any educational program. And pays special attention to individualized education projects as a basic tool for social educator.				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/semester
Planning and design of educational intervention	12	Organization and management of associations and socio equipment	6	3/1
		Elaboration of the program development and socio-educational	6	3/1



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programs						
Management and evaluation of socio-educational programs	6	Design and evaluation of programs and projects of socio-educational action	6	3/2		
<b>COURSE GUIDE TO THE SUBJECT: Design and evaluation of programs and projects of socio-educational action</b>						
<b>Prerequisites: N/A</b>						
<b>GENERAL GOALS</b>						
a) Controlling the techniques for organizing, planning, design and evaluation of educational programs and projects.						
b) Applying the different models of assessment and evaluation in social education throughout its various phases.						
c) Learning the process for the design and evaluation of educational projects individualized educational intervention.						
<b>CROSS-SECTIONAL COMPETENCES</b>			<b>Competence measuring scale</b>			
<b>Instrumental</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Ability to analyze and synthesize.					<b>x</b>	
2. Ability to organize and plan.						<b>x</b>
3. Oral and written communication in the mother tongue(s).						<b>x</b>
5. Use of ICT in the field of study and context.				<b>x</b>		
6. Information management skills.						<b>x</b>
7. Ability for problem-solving and decision-taking						<b>x</b>
<b>Interpersonal</b>						
8. Ability for general assessment and self assessment						<b>x</b>
11. Interpersonal skills					<b>x</b>	



12. Ethical commitment.			X	
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Systemic	1	2	3	4
13. Independence in learning.				X
14. Adaptation to new situations			X	
15. Creativity.		X		
17. Initiative and entrepreneurial spirit Process management with quality indicators				
19. Ethical and professional commitment as well as commitment for development.			X	
20. Process management with quality indicators				X
<b>SPECIFIC COMPETENCES</b>				
	1	2	3	4
4. To know and diagnose the fundamental needs and interests, as a basis for the planning of socio-educational intervention.			X	
7. To plan, design, manage and evaluate socio-educational programs and projects in the different fields of activity.				X
8. Manage, coordinate and supervise entities and equipment, according to the different contexts and needs.		X		
9. To know the tools, instruments and resources necessary to incorporate them in the socio-educational intervention in the different fields of action.			X	
10. Manage structures and processes of community participation and action.			X	
12. To know the different methodologies and techniques of socio-educational research.				X
17. Elaborate and interpret technical, research and evaluation reports on socio-educational actions, processes and results.				X
18. To design, organize and manage cultural, environmental, leisure and free time projects and services.			X	
22. Design and carry out prospective and evaluative research studies on the social and institutional environment in which the S.I. is carried out.			X	



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LEARNING OUTCOMES	COMPETENCES
R-1 The student knows the planning and development of a socio-educational project and its implementation in different contexts.	G1, G6, G13 E 7, E 16
R-2 The student knows and applies the methods and techniques used by social education to design and evaluate socio-educational	G2, G7, G8 E 9, E 16
R-3 The student understands and controls the process of designing indicators for evaluating programs and projects in Social Education.	G13, G15, G19 E 17, E 16
R-4 The student is able to establish continuous improvement processes and It is be able to draw up assessment.	G12 E 22, E 16

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4	0.5
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R3, R4, R5	1.2
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R5, R6	0.5
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation	R1, R2, R3, R4, R5, R6	0.1



	carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.		
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2, R3, R4, R5, R6	0.2
Total			2,5

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.  Work done on the university e-learning platform ( www.plataforma.ucv.es )	R1, R2, R3,R4,R5,R6	1,2
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.  Work done on the university e-learning platform ( www.plataforma.ucv.es )	R1, R2, R3,R4,R5,R6	2,3
Total			3,5



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Attendance, active participation, attitudes shown and completion of classroom activities	R1-R2-R3-R4-R5	20%
Practice activity 1	R1, R2	25%
Practice activity 2	R3, R4	25%
Written test: development questions and case study.	R1, R2, R3, R4	30%

**Classroom mode:** It is essential to attend at least 80% of the theoretical-practical sessions, in which all the aspects mentioned in the table above will be marked.

\*For this percentage to be applied, 80% class attendance is required (if this is not the case, the percentage of the assignments will be 40% of the mark and the exam 60%).

The written test will be assessed with a theoretical-practical exam, and a minimum mark of 5 must be achieved in order to be able to average it with the rest of the evaluation criteria in the above table.

**Mention of Distinction:** In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

**Unique Evaluation:** Exceptionally, students may opt for this assessment system if, for a justified and accredited reason, they are unable to undergo the continuous assessment system and request it from the dean's office within the first month of teaching. In this case, assessment will be as follows: examination with theory and case study, group and individual assessment work, case report, research, analysis of materials/resources and reflections.



DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: <b><i>The evaluation applied to social education</i></b> 1.1 Concept evaluation. 1.2 Types of assessment	G1, G6, G13 E 7, E 16
DIDACTIC UNIT II: <b><i>Program evaluation and quality systems.</i></b> 2.1 The design and evaluation planning. 2.2 Assessment methodology.	G2, G7, G8 E 9, E 16
DIDACTIC UNIT III: <b><i>Individualized educational projects</i></b> 3.1 Areas of intervention and formulation of objectives. 3.2 Temporality and evaluation	G13, G15, G19 E 17, E 16
DIDACTIC UNIT IV: <b><i>Assessment tools</i></b> 4.1 indications design 4.2 Elaboration the evaluation reports	G12 E 22, E 16

TEMPORARY ORGANIZATION OF LEARNING (First-time students):		
	BLOCK OF CONTENT/ DIDACTIC UNIT	Nº OF SESSIONS
1	Evaluation applied to social education	9
2	Individualized educational projects	9
3	Instruments for evaluation	5





## REFERENCES

### BASIC

- Anguera Argilaga, M. T., Chacón Moscoso, S., i Blanco Villaseñor, Á. (Coords.). (2008). *Evaluación de programas sociales y sanitarios: un abordaje metodológico*. Madrid: Síntesis.
- DECRETO 27/2023, de 10 de marzo, del Consell, por el que se regulan la tipología y el funcionamiento de los centros, servicios y programas de servicios sociales, y su ordenación dentro de la estructura funcional, territorial y competencial del Sistema Público Valenciano de Servicios Sociales.
- Lirio Castro, J. (2004). *La metodología en educación social. Recorrido por diferentes ámbitos profesionales*. Madrid: Dykinson.
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### COMPLEMENTARY

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- Castillo Arrendo, S. (2004). *Evaluación de programas de intervención socioeducativa: agentes y ámbitos*. Madrid: Pretice Hall.
- Feliz, T. (2010). Diseño de Programas de Educación Social. Madrid: McGraw Hill.
- Fundación Amigó (2017). Intervención socioeducativa. Consultado el 7 de julio de 2017 en [www.fundacionamigo.org](http://www.fundacionamigo.org)
- García Herrero, G. (2006). *Manual práctico para elaborar proyectos sociales*. Madrid: Siglo XXI.
- Gómez, M. y Sainz, H. (2003). El ciclo del proyecto de cooperación al desarrollo. La aplicación del marco lógico. Madrid: CIDEAL.
- Martínez Fernández, M. J., Simó Teufel, S. y Mas Banacloig, E. (2001). *Manual de intervención con menores residentes* (Vol. I y II). Valencia: Generalitat Valenciana.
- Navarro-Pérez, J-J., Viera, M., Calero, J. y Tomás, JM. (2020). Factors in Assessing Recidivism Risk in Young Offenders. *Sustainability*. 2020; 12(3):1111. <https://doi.org/10.3390/su12031111>
- Pérez Serrano, G. (2000). *Elaboración de proyectos sociales. Casos prácticos*. Madrid: Narcea.
- Reboloso Pacheco, E., Fernández-Ramírez, B., y Cantón, P. (2008). *Evaluación de programas de intervención social*. Madrid: Síntesis.
- Viera, M. (2017). Evaluación del riesgo de reincidencia en adolescentes en conflicto con la ley sometidos a medidas de internamiento judicial por la comisión de delitos violentos (Doctoral dissertation, Universidad Católica de Valencia San Vicente Mártir).