

PRACTICUM GUIDE
“ **UNIVERSITY MASTER'S DEGREE IN MIGRATION**”

2025-2026 ACADEMIC YEAR



UNIVERSITY MASTER'S DEGREE IN MIGRATION

(**Master's Degree *in Migration Studies***)

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(Spain)

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Presentation

The guide offers information to students, academic tutors, tutors from collaborating centers and organizations involved in the Master's in *Migration Practicum* .

Among the Master's objectives is the goal of " *training professionals with a comprehensive understanding of global migration processes, whether between countries or internally, resulting from uneven development within countries, social violence, and discrimination based on race, gender, and religion* ." Furthermore, " *the specialized training proposed is aimed at different professional profiles that require a broad and global perspective on global migration processes* ." From this perspective, a priority objective of the *Practicum* is to promote activities aimed at complementing the academic training received using the scientific method model.

The first objective of the *practicum* is to deepen the knowledge, skills, and attitudes of a migration expert. Second , to connect students with the reality of migration, and third, to complement theoretical training with practical experience.

The guidelines contained in the guide allow students to describe in their final *practicum report* a series of basic questions related to the theoretical content acquired throughout their Master's program and also to highlight the skills and competencies they have developed.

Therefore, it is essential that the thesis reflects the *knowledge* acquired, the *understanding* of the content, and the *application* of the content received to the specific work carried out in the organization or center collaborating with the Master's program.

In preparing the thesis, the student must reflect on the types of activities they have carried out at the Internship Center and their level of responsibility in resolving the issues posed. It is important that the student detail how they have applied their knowledge to their work, how they have put that knowledge into practice, and what types of decisions or strategies they have developed to complete their work. The internship has two aspects: Professional and Research.

The evaluation of the *practicum report* also assesses students' ability to convey information following the guidelines of scientific communication.

I.- INTRODUCTION

The Practicum is a 9-credit core course in the Master's Program in Migration Curriculum, in which students **complete a total of 230 hours of practical work** . It is designed to acquire the information, knowledge, skills, and experience required for professional practice as a **migration technician**. in the labor market. This acquisition occurs through collaboration with a professional who works in a workplace outside the Faculty and under the supervision of a professor from the same school . It is, therefore, **an experience gained in real work contexts** .

The Practicum has two aspects: Professional and Research, which will be reflected in the Practicum report.

SELF-PRACTICE is not permitted under any circumstances , therefore **A student will not be able to directly manage his/her internship place** .

I.1 Selection process:

Following the informational meeting, where students are informed of the available places and the participating centers for the master's internship, an individual meeting will be held with each student to provide them with the best possible guidance in choosing their internship center.

1. The student submits their CV and a letter explaining their choice, which will be sent to the corresponding center. If you need further information, you can request an appointment by email with the master's director during office hours.

2.- **The master's coordinator will directly notify the centers** of the arrival of the student who has previously been accepted by the center after reviewing their CV and motivation letter.

3.- The center will decide whether the profile of the candidates is relevant to the training they offer.

4.- The student will contact the Master's administration, who will assign him/her an internal university tutor.

5th.- The internal tutor will inform the student about the details of the preparation of the final report.

Regarding the choice of the internship location, it must be done before June 15, 2026.

I.2 General instructions for the start of the Practicum

The *internship* provides an introduction to the world of work that we hope students will take full advantage of. Therefore, we would like to offer a few brief guidelines:

1. Students must understand that the school hosting them is making an effort to assist them. Therefore, we expect them to demonstrate a cooperative spirit and a positive attitude. It is advisable not to adopt a passive attitude.
2. You should be respectful of the professionals' work and find your location without causing any disturbance.
3. The University contact for any questions is the Internal Tutor. The Internship Center contact is the External Tutor.
4. If, exceptionally, a student has any difficulties that cannot be resolved by their tutors, they may contact the Master's Director.

I.3 Rights and obligations of students

In accordance with the Regulations for External Training Internships of the University of Valencia:

The RIGHTS of internship students are:

- Receive information about Practicum places.
- To be supervised during the period of execution of their training practice by a professor from the University - Academic or Internal Tutor - and by a professional from the collaborating company, entity or institution - External Tutor.
- Interrupt the internship for a justified reason, which **the student will communicate in writing** to the master's internship coordinator (director) and his/her Academic Tutor.
- Get a grade.

The OBLIGATIONS of the internship students are:

- Start the practice on the agreed date and under the agreed conditions, **MANDATORY** following the instructions specified in the corresponding section of this guide.
- Inform your Academic Tutor of any incident that affects the development of the training practice.
- Carry out the activity described in the practice diligently and efficiently, in accordance with the approved program and specific conditions.
- Maintain strict professional secrecy and under no circumstances use information obtained from the internship center for advertising purposes or communicating it to third parties. Do not exploit any work performed during the internship, as reflected in the signed agreement, **without the express**

authorization of the institution . This circumstance will be recorded in a document attached to the corresponding annex to the agreement governing the internship.

- Submit a report that reflects the activity carried out, following the guidelines set by the internal tutor.
- Submit the various evaluation/assessment forms for the activity carried out to the master's coordinator at the same time as the practicum report.
- When the internship period ends, submit the document "**Communication of Completion of Training Internships in the Company**" to the master's **coordinator** , signed by the External Tutor and bearing the seal/stamp of the institution where the internship was carried out.

Furthermore, the Regulation establishes the following in the third paragraph of its article 6:

- "*Students **who have any kinship relationship up to the third degree** with the members of the management bodies or with the tutors of companies, institutions or entities, **will not be able to do internships there** ."*

and in the fourth paragraph of the same article :

- "*Students who maintain a **contractual relationship with the company** , institution or entity other than that indicated in the agreement itself will **also not be able to do internships** ."*
- The aforementioned Regulation also contemplates the **requirement of School Insurance** , making it explicit as follows in its article 7:

- "*Students will be eligible for Collective Accident and Civil Liability Insurance, which will cover foreseeable risks during the internship period ."*

I.4 Who are the Practicum tutors?

Each student has the advice and guidance of two tutors for the development of their internship:

The **Academic or Internal Tutor** will be a professor appointed by the CCA (Academic Coordination Commission) for this purpose.

The **Tutor of the Collaborating or External Center** with whom the student will do the internship and who will be a professional appointed by the Center itself.

I.4.1. Responsibilities and functions of the internal tutor

Together with the External Tutor, develop the program of activities to be carried out by the student. This program will take into account the training objectives of the internship and the **skills** the student must develop to adequately carry out these tasks. In this way, the student is guided on the skills they must acquire and/or practice while performing the tasks.

Carry out student follow-up activities.

These activities are basically carried out in the following ways:

At the first contact/interview, the Academic Tutor informs the student of the specific characteristics and requirements of the duties to be performed in the chosen position. They also provide a *cover letter* to submit to the Director or the Internship Tutor at the collaborating center. If the Internship Contracts are available at that time, it is not necessary to submit cover letters.

The student is also informed of the monitoring system they will implement. Each tutor assesses and determines how to monitor and advise the internship so that it meets the student's educational objective. The following steps are recommended as a guide:

Interviews with the student : These include an analysis of the progress of the internship and guidance on how to prepare the internship report. At least two follow-up meetings are proposed.

Contact with the Tutor of the Collaborating Center : This involves checking the progress and development of the practice, possible elements to take into consideration, difficulties or problems to correct, unmet expectations, etc.).

Evaluate the performance of each student.

To do so, the monitoring carried out on the student's activities at the center and even at the faculty itself (if applicable), the report from the external tutor, and the final report submitted by the student will be taken into account.

I.4.2. Duties of the external tutor or professional of the internship center:

Collaborate with the Academic Tutor in planning the student's activity at the Center and in the proper completion of the Practicum form.

Welcomes the students and shows them the general operation of the center and what their tasks will be.

Monitors student attendance, attitude, participation, and performance.

Directs and advises the student's activities at the Internship Collaboration Center throughout the duration of the internship . Responds to theoretical and practical questions regarding the content they are working on.

Monitors the internship student in collaboration with the Academic Tutor.

Issues a report on the student's performance, which must be sent by mail (postal or electronic) to the Internal Tutor so that the latter can take it into account in the Practicum grade.

II.- LEARNING OUTCOMES: KNOWLEDGE, SKILLS AND COMPETENCES

Learning Outcomes:

Knowledge:

CON5.- That students become familiar with theoretical models from different areas of knowledge and become accustomed to handling facts and empirical data that attempt to corroborate the hypotheses derived from these models.

CON6.- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CON10.- Acquire adequate knowledge of the needs of the immigrant community.

CON11.- Acquire an overview of a suitable integration path: understand existing resources and access routes; acquire a thorough understanding of the target group and their current situation.

CON20.- Know different techniques to use within the framework of family mediation.

CON24.- Know the different types of scientific research applied to the field of human mobility.

Skills:

HAB1.- That students know how to apply the knowledge acquired and their problem-solving skills in new or little-known environments within broader (or multidisciplinary) contexts related to migration.

HAB2.- That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, although incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

HAB3.- That students know how to communicate their conclusions (and the knowledge and ultimate reasons that support them) to specialized and non-specialized audiences in a clear and unambiguous manner.

HAB4.- That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

HAB5.- That students know how to generate alternative hypotheses to the usual ones according to the prevailing theoretical models in human mobility.

HAB6.- That students handle facts and empirical data without reaching quick and premature conclusions.

HAB7.- That students acquire a language that allows them to express concepts properly.

HAB8.- Students should demonstrate the ability to identify strengths and weaknesses in research conducted and assess examples of good practices in the coordination and management of national and transnational human mobility.

HAB9.- That students know how to interpret data tables and give them meaning with respect to the theoretical models on human mobility that produce them.

HAB10.- That students can design, manage and evaluate programs to serve human groups with population mobility.

HAB11.- That students are able to read specialized bibliography on migrations and carry out a critical analysis, evaluation and synthesis applicable to their professional and research practice.

HAB12.- That students adopt a coherent and integrated position with respect to disagreements among theorists.

HAB13.- That students know how to conceive, design and develop scientific research on the event of migration that allows for adequate professional teaching and research practice.

HAB14.- That students have a master's degree in community intervention and intercultural mediation with mobile populations.

HAB15.- That students handle interpersonal problem-solving, both at the individual and small group level, of indigenous, migrant, and refugee populations.

HAB16.- That students are able to develop a critical spirit that allows them a broad and global vision of migrations.

HAB38.- That students are able to compare current legislation on human mobility, both national and international, with a critical spirit.

HAB39.- That students are able to integrate into a work team, showing participation, responsibility, initiative, critical spirit, capacity for independent work and professionalism.

HAB40.- That students are able to demonstrate clarity, depth and structuring of the analysis and reflection on the pre-professional practices carried out, based on the application of the theoretical contributions reviewed during the study plan.

HAB41.- That students are able to demonstrate clarity, depth and structuring of analysis and reflection on the role and professional profile in the work area.

HAB42.- That students are able to demonstrate good writing, use of documentation, argumentation, conceptual rigor and adequate use of discipline-specific vocabulary.

HAB43.- That students are able to systematize and structure presentations to work groups.

Competencies:

COMP1.- That students are prepared for the management and coordination of immigration issues.

COMP2.- That students are able to develop effective immigration policies.

COMP3.- That students can create and promote international cooperation policies.

COMP4.- That students know how to raise awareness and prevent xenophobic, racist and dogmatic behaviors and attitudes both in the host population and in the different migrant groups.

COMP5.- That students can create and/or manage press offices.

COMP7.- That students use all their preparation to promote cultural relativism versus ethnocentrism, based on a respectful analysis of differences.

COMP9.- That students are able to work in professional teams using their group management skills.

COMP10.- That students can use diagnostic tests, both individual and group, with correction.

COMP11.- That students can use all their knowledge and skills to intervene in the migration processes that take place in the internship centers, collaborating with professionals.

COMP12.- That students can use all their knowledge and skills to evaluate the interventions carried out in the practice/work center.

COMP13.- That students can use all their knowledge and skills to perform their professional role in the workplace.

COMP14.- That students are able to systematize and structure presentations to work groups.

COMP15.- That students apply their knowledge and skills to understanding a field of study related to migration and mastering the research skills and methods related to that field.

COMP16.- That students are able to promote social cohesion by combating discrimination, exploitation and social inequalities at local, national, European and international levels.

COMP17.- That students are able to promote the principles of equal opportunities between men and women and accessibility to the labor market for disadvantaged groups.

COMP18.- That students are able to create “good practices” in the field of international cooperation and development.

COMP19.- That students are able to promote a culture of peace and the spread of democratic values.

CT1.- Contribute to the design, development, and implementation of solutions that respond to social demands, taking into account the Sustainable Development Goals as a reference.

CT2.- Demonstrate critical and self-critical reasoning within the scope of the degree, considering aspects such as professional ethics, moral values, and the social implications of the different activities carried out.

CT3.- Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

CT4.- Act autonomously in learning, making informed decisions in different contexts, making judgments based on experimentation and analysis, and transferring knowledge to new situations.

CT5.- Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

C76.- Propose creative and innovative solutions to complex situations or problems, specific to the field of knowledge, to respond to diverse professional and social needs.

C77.- Know and understand, within the scope of the degree, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender into the design of solutions and problem-solving.

III.- GENERAL OBJECTIVES

The general objective of the Practicum, as previously indicated, is identified with aspects related to migration and its problems.

This objective, in order to operationalize it, could be divided into two large nuclei

- On the one hand, it involves analyzing the situation to be addressed, through seminars or meetings with the faculty tutor, which will have three stages:
 - ✓ Before going to the center, in an introductory seminar.
 - ✓ During the internship, in periodic follow-up meetings.
 - ✓ At the end of the internship, in an analysis and evaluation seminar.
- On the other hand, the central objective of the Practicum is to address issues related to migration. This is realized through:
 - Intervene in migration processes taking place at internship centers, collaborating with professionals.
 - Evaluate the interventions carried out with the information that will be accessible from the center.
 - Compare current legislation for the migration context with your own reality.
 - Relate the theoretical and practical knowledge received with the experiences of the Practicum.
 - Reflect on the role of the expert in the Practicum centers.

IV.- SPECIFIC OBJECTIVES

PROFESSIONAL PROFILE: Although we understand that social intervention must be based on an evaluation and assessment of the intervention carried out, which has an eminently investigative nature, in this more professional aspect of the Practicum, the main objective will be to highlight direct contact and collaboration with the professionals at the center where the internship is carried out.

RESEARCH PROFILE: In this area, maintaining contact with the professionals and social reality that frame the subject of their research will be valued as one of the objectives. Meeting the minimum requirements for beginning psychosocial and cultural research in the area of migration will be considered a priority objective.

V.- SPECIFIC SKILLS THAT MUST BE ACQUIRED.

The knowledge, skills and abilities involved in the Practicum Module involve two fundamental parts:

- ✓ Work in the internship center, based on professional criteria.
- ✓ The analysis, critical reflection, and structured presentation of this work, based on the knowledge acquired throughout the degree.

Specifically, the skills and abilities involved in these two core areas of work are mainly the following:

- Work at the internship center:
 - ✓ Integration into the work team.
 - ✓ Stake.
 - ✓ Responsibility and professionalism.
 - ✓ Initiative and ability to work independently.
 - ✓ Critical capacity.
- Analysis of this work:
 - ✓ Adaptation to the specific objectives of each Practicum.
 - ✓ Clarity and structuring of the presentation of the required data and information.
 - ✓ Clarity, depth, and structuring of the analysis and reflection on the internships carried out, based on the theoretical contributions reviewed during the degree (the subjects and their contributions) and the specific documentation reviewed during the practicum.
 - ✓ Clarity, depth, and structuring of the analysis and reflection on the role and professional profile of the expert in the field of work, and on the development of these skills throughout the practicum.
 - ✓ Writing, documentation, argumentation, conceptual rigor and appropriate use of discipline-specific vocabulary.
 - ✓ Critical review of the work carried out.
 - ✓ Systematization and structuring of presentations to working groups, if carried out.
 - ✓ Organization, presentation and spelling.

VI.- CONTENTS

The content covered in this module is linked to the areas of intervention and serves to systematize the work programs carried out in the internship centers. The internships

may be professional or research-based, with the specifics of the report being adapted to each type.

Due to its interdisciplinary nature, the Master's Degree in Migration (MUM) brings together study disciplines from the social sciences (economics, law, political science, sociology, anthropology), humanities (history, demography, geography), education, and health and well-being (medicine, nursing, psychology, and social work). Emigration is a complex phenomenon of global scope and with significant economic and social implications for both host and origin countries. Therefore, the training of both migration professionals and researchers must encompass all of these disciplines, without exception.

The Practicum has a research profile and a professional profile:

A.- RESEARCH PRACTICUM: The practicum is organized around a research project at the internship center. For theoretical work, the in-person time refers to library work and additional training; for empirical work, the collection of sample information is also included. The preparation, monitoring, and analysis of the research take up the remaining time, which will be spent in meetings and seminars with the tutors and preparing the report as individual work.

Research profile: When choosing a research profile, you will work directly with research groups. The master's program collaborates with a select and experienced group of institutions around the world that host our students .

The areas needed to promote cross-cultural research in the field of migration are:

1 Human Mobility : Ethics and Human Rights

Contents: Human rights and migration. Racism, xenophobia, and equality. Legislation and migration. Employment, social and labor integration, and social rights of immigrants. Reception. Ethical foundations of migration policies. Religious diversity. Churches and integration. Migration and justice. Asylum and refuge. Nationality. Processing of information relating to immigrants. International relations and agreements.

2 Human Mobility : Culture and Society

Contents: Citizenship and migration. Migration and aging. Social intervention and migration. Mediation and migration. Second generation. Migration projects. Acculturation. Gender. Historical memory and migration. History of human mobility. Social work and migration. Interculturality in the aid process. Migration projects. Cultural change. Social mobility. Social conflict. Culture shock. Leisure. Social organization. Associations and social participation. Social and urban space. Rural spaces. Internal migration. Cinema. Music. Painting. Literature. Media.

3 Human Mobility : Politics, Economy and Development

Contents: Migration policies. Administration, government, and political conduct. Demographics. Globalization and migration. Migration, economic growth, and development. Remittances. Return. Consumption and advertising. Labor market and informal economy. Socioeconomic causes and effects of migration. Environment. Highly skilled emigrants and brain drain. Organizational migration and transnational corporations. International cooperation.

4 Human Mobility : Identity and Behavior

Contents: Psychology, the individual, and migration. Sexual and reproductive health. Identity change. Health psychology and human mobility. Transcultural psychology. Healthcare and migration. Adaptation. Personality, stress, and health. Attitudes and beliefs. Racism and prejudice. Ethnicity. Tolerance. Effects of migration on family interactions. Resolving intercultural conflicts through education in values and attitudes. Intercultural attitudes and values education programs. Intercultural citizenship development programs.

B.- PROFESSIONAL ASPECT OF THE INTERNSHIP: The internship is organized around the work experience at the internship center. Much of the workload in this module is focused on the student's presence at the center. The preparation, monitoring, and analysis of the experience takes up the remaining time, which will be spent on management activities, group analysis of the experience through meetings and seminars with the tutors, and the preparation of the report as individual work.

Professional Profile: This program seeks to connect students with the reality of migration and complements theoretical training with the practical experience required to work as a migration specialist and in direct relation to labor market demands. This learning takes place through collaboration with a professional who works in a workplace outside the Faculty and under the supervision of a faculty member. It is, therefore, a lived experience in real-life work contexts. The internship ensures a critical assessment of the intervention context from different perspectives in the field of migration: demographic, sociological, economic, political, legal, anthropological, psychological, and healthcare. The primary objective of the internship is for students to deepen their knowledge, skills, and attitudes as a migration expert. Therefore, the internships are offered in line with the training of professionals capable of working in the following areas:

- 1) Psychosocial Intervention in Multicultural Settings.** The tasks at the centers (NGOs, social institutions, and educational centers) that cover this area are: Integrate, complement, and implement the knowledge acquired during the interdisciplinary training received. Understand the functioning of the institution in general and, in particular, the areas dedicated to human mobility. Acquire skills, knowledge, and abilities for the professional practice of migration technicians in the third sector. Learn how interdisciplinary psychosocial teams work and, in particular, the roles of each professional in order to manage them. Deepen the professional profile of the migration technician. Participate in team meetings.

Teach and manage workshops. Referral to other services and entities (networking). Manage social media. Participate in training at the institution. Improve employment opportunities. Learn about all the projects within the migrant and refugee program. Participate in awareness-raising and citizen education projects . Learn to design, manage, and evaluate programs serving groups with population mobility. Learn how family mediation professionals work in multicultural settings.

2) Primary, secondary, and tertiary care for refugees and migrants. Tasks in centers (NGOs, public reception facilities) that cover this area include training in how to provide accommodation, food, and urgent and primary psychosocial support to refugees and immigrants, as well as other social services aimed at facilitating coexistence for people seeking asylum in Spain or obtaining refugee or displaced person status in Spain who lack the financial means to meet their needs and those of their families. Raising awareness of the culture of welcome and integration among refugees, migrants, and the local community. Collaborating in activities and training courses proposed by the institution. Participating in projects serving migrants and refugees. Learning to design, manage, and evaluate programs serving groups with population mobility. Deepening the professional profile of the migration technician. Participating in team meetings. Teaching and managing workshops. Referral to other services and organizations (networking). Social media management. Resolving individual and small-group problems with migrant populations. Crisis intervention.

3) Health and Migration. The tasks at the centers (GVA Public Health Center and other health centers) that cover this area are: Knowledge of the health promotion programs developed at the Center, especially the health promotion program for the immigrant population in the city of Valencia. Complement the theoretical knowledge of public health learned in the classroom with practical knowledge and its application in real-life situations. Learn the work dynamics of the health center's psychosocial team. Deepen the professional profile of the migration technician in the health field. Participate in team meetings. Collaborate in activities and training courses proposed by the institution. Referral to other services and entities (networking). Manage social networks. Improve employment opportunities. Participate in projects for migrant and refugee care and health. Provide crisis intervention and individual and group assistance.

4) Law and Immigration. The tasks at the centers (law firms and legal services of NGOs and other institutions) that cover this area are: Practice providing legal advice to immigrants. We work with lawyers specialized in managing solutions for legal matters before administrations or courts in matters related to immigration and nationality, criminal, civil, and matrimonial matters, home purchase and sale

procedures, notary and registry procedures, and document legalization. We also collaborate with mediators trained in out-of-court conflict resolution. We gain insight into the functioning of the institution. We acquire skills, knowledge, and abilities for the professional practice of law firms or sections, and for intercultural mediators in this field. We will seek to complement and put into practice the knowledge acquired during immigration law courses. We will participate in team meetings. We will make referrals to other services and entities (networking). We will manage social media. We will participate in the training of the institution . Improve employment opportunities.

- 5) Advice on migration policies and public policy management.** Tasks in the centers (NGOs, administrations (local, regional, national), city councils, unions, international organizations (IOM, ILO, OIJ), European institutions) that cover this area include: Understanding the functioning of the institution . Promoting political participation and learning the duties of migration policy advisors. Putting into practice the knowledge acquired on migration policies from theoretical classes to develop effective migration policies; promoting international cooperation policies; learning to design social intervention policies against discrimination of any kind, as well as against human trafficking. Deepening the professional profile of the migration technician. Participating in team meetings. Managing social media. Participating in the training of the institution. In particular, the training of a professional with respect for human rights and who responds to the demands coming from the institutions in charge of the elaboration and implementation of the different migration policies that arise in human mobility from the institutions and the policies international .

VII.- VOLUME OF WORK

a) PROFESSIONAL PRACTICUM:

The practicum is organized around the work experience at the internship center. Seventy-five percent of the workload in this module is focused on the student's in-person presence at the center.

The preparation, monitoring, and analysis of the experience takes up the remaining 25% of the time, which will be spent on management activities, group analysis of the experience through meetings and seminars with tutors, and the preparation of the report as individual work.

The distribution of the student's total workload, considering all activities related to the Practicum, is shown in the following table:

	PRACTICUM: 9 CREDITS
Internship management meetings	10 hours
Attendance at the Internship Center	200 hours
Preparation of the Report	20 hours
TOTAL: VOLUME OF WORK	230

b) PRACTICUM RESEARCH ASPECT:

The practicum is organized around a research project at the internship center. Seventy-five percent of the workload in this module is focused on the student's presence at the center. For theoretical work, this presence refers to library work and additional training; for empirical work, it refers to the collection of sample information.

The preparation, monitoring, and analysis of the research takes up the remaining 25% of the time, which will be spent in meetings and seminars with the tutors and the preparation of the report, as individual work.

The distribution of the student's total workload, considering all activities related to the Practicum, is shown in the following table:

	PRACTICUM: 9 CREDITS
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Preparation of the Report	20 hours
TOTAL: VOLUME OF WORK	230

VIII.- METHODOLOGY

TEACHING METHODOLOGY

In the Practicum, the teaching methodology is framed within an active and experiential approach. It focuses on "learning by doing" and an individual approach. It involves integrating into professional teams or working closely with the tutor (both external and internal); solving problems and addressing specific cases. All of this is based on mentoring, critical reflection in debates, and advice and follow-up, to ensure the acquisition of competencies and skills in a professional context.

In summary, it is used:

- a) Active and experiential learning

- b) Autonomous learning by students
- c) Problem solving and practical cases
- d) Teamwork
- e) Supervision, follow-up through tutoring.
- f) Feedback
- g) Learning based on the generation and participation in projects (both research and intervention)
- h) In the case of theoretical and practical training at different institutions, the following tools can be used: lecture by the teacher, group work, student presentations, tutored readings, debates, and text commentary.

Based on individual and group reflection on the practices, and delving into their key aspects, the student will individually prepare an Internship Report.

The Internship Report must be the result of the student's reflection on the work completed and the circumstances under which it will be carried out. To complete it, they will need to request information about the internship center from their tutor, ensuring the confidentiality of the information obtained.

Below is a general outline of the different sections that should be used to prepare the Internship Report. Each Master's degree internship tutor will specify the specific work carried out at the different internship locations. Students must submit the report to their tutor before the date indicated in each module, including the self-assessment questionnaire in the appendix.

The report will be individual , although in block 1, the center data, it may be prepared jointly by different students from the same internship center.

IX.- TEMPORAL PLANNING

The period of completion of the Practicum is as follows:

If the center allows it, you can start as early as November 2, 2025, and finish one week before the mobility program.

In any case, the internship period must consist of 200 in-person hours; therefore, students can calculate the dates and times based on the center's schedule.

Presentation of the Practicum report (to the internal tutor):

FIRST CALL: May 8, 2026

SECOND CALL: June 12, 2026

X.- PRACTICUM REPORT

**The report must be at least 15 and at most 20 pages long, not including appendices.
(Arial 11; single-spaced)**

Block 1: Identification data of the practice center.

- Name, address, telephone, fax, e-mail.
- Type of center, institution on which it depends, economic regime, legislative regulations that govern its activity.
- Center director, internship tutor, other staff.
- Programs and projects carried out from the internship center.
- Core activity and center schedule. Location within the Master 's degree areas.
- Work team: professionals, functions, work methodology.
- Center users: typology, age and frequency of attendance.

Block 2: Work done by the student

PROFESSIONAL PROFILE:

- Description and justification, if applicable, of the student's practice schedule.
- Program, project, or work areas in which you have participated and a description of the activities typically carried out, indicating the level of responsibility assumed in their development (observation, collaboration, direction).
- Student reflection on the work completed, the conditions under which it was carried out, the methodology used, the resources available at the center and the difficulties or difficulties in accessing them, as well as their relationship to the subjects taken in the master's degree.
- Comment on the conditions for completing the internship: level of communication and ease/difficulty of accessing the center's tutor, availability of information, special circumstances, etc.
- Assessment of the work carried out and the possibilities observed by the student regarding the center/institution as a practice center.

RESEARCH PROFILE:

- Description and justification, if applicable, of the student's practice schedule.
- Program, project, or work areas in which you have participated, and a description of the activities typically carried out, indicating the level of responsibility assumed in their development (observation, collaboration, direction).

- Student reflection on the work completed, the conditions under which it was carried out, the methodology used, the resources available at the center and the difficulties or difficulties in accessing them, as well as their relationship to the subjects taken in the master's degree.
- Comment on the conditions for completing the internship: level of communication and ease/difficulty of accessing the center's tutor, availability of information, special circumstances, etc.

<i>Block 3: Reflection on the students' intervention in the intervention area of the practice center.</i>
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In this section, students are asked to reflect on the work of the expert at the internship center, based on their experience in the internship center, from the perspective of the overall context in which they operate.

PROFESSIONAL PROFILE:

This section reflects the student's reasoned, documented, and critical analysis and reflection on their internship. It is, in fact, the most important section of the report and the most relevant to its grading. It is especially important for students to be able to:

- Contextualize the work carried out in the area/country and the group in question, and point out alternatives and suggestions regarding the type of intervention you have experienced.
- Analyze the migration expert's image, professional profile in relation to the sector and the specific center, their opportunities for action, the limitations or difficulties they encounter, as well as the help they receive or could receive from other people and/or institutions.
- Analyze the skills and abilities required for the task being performed, the relationship of these skills to the subjects of the degree, and the internship period.

RESEARCH PROFILE:

This section reflects the student's reasoned, documented, and critical analysis and reflection on their research project. It is, in fact, the most important section of the report and the most relevant to its grading. It is especially important for students to be able to:

- Contextualize the work carried out in cutting-edge research on the selected topic. Present a reasoned analysis of the literature reviewed.
- Analyze the potential impact of your research on the educational enrichment of migration experts. Identify the relevant contributions your research represents to the field of migration.

- Analyze the skills and abilities required for the task being performed, the relationship of these skills to the master's degree subjects, and the internship period.
- The student must submit a project outlining the initial hypotheses, the steps taken, the sample used, the type of methodology employed, and a brief summary of previous results. Specifically:
 - a) **OBJECTIVES AND CONTRIBUTIONS OF THE RESEARCH**
 - b) **METHOD-DESIGN:** hypothesis, preliminary work of bibliographic and documentary search, preparation of the material, Planning of the collection of the **SAMPLE**
 - c) **OPERATIONAL PLAN:** phases-objectives-tasks-participants; **SCHEDULE**
 - d) **LITERATURE**

XI.- LEARNING EVALUATION

Each tutor individually assesses the students assigned to them in the practicum module. The assessment includes the following elements:

➤ Assessment of the tutor of the internship center.

This is the person who has been responsible for the direct supervision of the intern and can provide a reliable assessment of the internship, considering criteria such as the student's participation, integration into the work team, professionalism and responsibility, initiative, etc. This assessment is carried out by:

- ✓ The evaluation questionnaire.
- ✓ Interviews with the center tutor.

➤ Memory.

In the practicum, the work completed at the center is as important as the student's assessment of it . Both are presented in the Practicum Report, which is the fundamental working document for this module. This dossier includes the structure and key sections of the report, which can be refined by each tutor. The fundamental criteria for marking the report will be as follows (refined, if appropriate, by each tutor):

- ✓ Clarity and structuring of the presentation of the required data and information.
- ✓ Clarity, depth, and structuring of the analysis and reflection on the practices carried out.
- ✓ Clarity, depth, and structuring of the analysis and reflection on the role of the migration technician in the work/research area, and on the theoretical

contributions reviewed during the master's degree (the subjects and their contribution).

- ✓ Adaptation to the specific objectives of the Practicum.
- ✓ Organization, presentation and spelling.
- ✓ Writing, documentation, argumentation, conceptual rigor and appropriate use of discipline-specific vocabulary.

➤ Assessment by the Faculty tutor.

The follow-up and reflection work conducted by the faculty tutor provides criteria for issuing their own assessment of the student's internship. This assessment is based primarily on the following criteria:

- ✓ Attendance and participation in follow-up meetings and seminars.
- ✓ Assessment of the internship, based on interviews with the tutor and visits to the center (student participation in the center, integration into the work team, independent work, professionalism, etc.).

The final score for the Practicum is based on these three assessments, weighted as follows:

- ✓ Report from the tutor of the internship center 20 %
- ✓ Attendance at tutorials, participation and evaluation of the report 80 %

There are three situations that may result in **failure to pass the Practicum**, which imply a different recovery process:

- If the internship has been completed successfully, but the report is incorrect or deficient, the student must repeat it and submit it to their faculty tutor for the second session.
- If the internship center report, corroborated by the faculty tutor, is negative and indicates significant problems in the internship, the student must enroll again and repeat the entire internship period in the following academic year.
- If the rules established by the master's program and the institution where the internship is held are not complied with, the student must enroll again and repeat the entire internship period in the following academic year.

XII.- REFERENCE BIBLIOGRAPHY

Below is a comprehensive bibliography related to the Practicum. This bibliography may be expanded by faculty tutors, depending on the specific areas of each center.

➤ For writing university papers:

SANTOS, M.A.; MANTECÓN, B. I. GONZÁLEZ, C. (1997). *Style book for university students*. Málaga: Manuel Gómez Editions.

➤ For the preparation of the Report:

CHARTIER, R. (1998): *Writing practices: discourse, practice, representation* . Valencia: Cañada Blanch.

SHÖN, D. (1992). *The Reflective Practitioner* . Barcelona: Paidós.

SHÖN, D. (1992). *The formation of the reflective practitioner* . Barcelona: Paidós.

ZABALZA, M. (2003). Experiential learning as a theoretical framework for the practicum. Proceedings of the *7th International Symposium on the Practicum* . Poio, University of Santiago de Compostela.