



**COURSE DATA**

**DATA SUBJECT**

**Code:** 33490  
**Name:** Evaluation of social educational programmes and institutions  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	3	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1306 - Degree in Social Education	Evaluation of socio-educational programmes and institutions	COMPULSORY

**COORDINATION**

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**SUMMARY**

The Social Education Degree aims to train students in critical analysis and intervention in social and educational problems. For it it has different subjects, from a socio-pedagogical perspective, they form the student to analyze the reality social educative that him makes a detour, to identify problematic situations and to design programs of intervention.

The socio-educational intervention process must include an evaluative perspective that critically review the entire program, from design to their results, through its implementation and development. Thereof, must be analyzed organizations and institutions where this procedure is performed. This is the contribution of the subject \"Assessment of Socio-Educational Programs and Institutions,\" as a line of fundamental research in the Department MIDE.

The overall aim of this course is to provide a consistent and principled training, to serve as a conceptual framework and methodology for analyzing evaluative documents, to participate (and even coordinate) evaluative work, and to sustain the necessary training on evaluation. Therefore, it is a subject where theory



and practice are equally important and addresses dynamically, alternating methodological with conceptual elements.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

#### Relationship to other subjects of the same degree

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

#### Other requirements

This subject is part of the first four-month period of the third year and is specifically related in the design of programme evaluation with the first year subject "Initiation to research in education" and with the second year subjects "Methods for collecting information in education", "Educational measurement" and "Data analysis in education".

Likewise, this subject is generally related to the subject The subjects, processes and contexts second-grade learning.

## COMPETENCES / LEARNING OUTCOMES

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Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop tools for gathering and analysing educational information.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Intervene in socio-educational and community projects and services.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.



Supervise and evaluate plans, programmes, projects and schools.

## DESCRIPTION OF CONTENTS

### Block I

- 1.1. Review conceptual
- 1.2. History of program evaluation
- 1.3. Models for programs evaluation
- 1.4. The uses of evaluation according to Ernest Vedung.

### Block 2

- 2.1. Planning evaluation.
- 2.2. Components of the evaluation process (object of the evaluation; purpose; stakeholders; indicators and criteria; sources, instruments and times for collecting information; analysis and dissemination).
- 2.3. Evaluation of socio-educational organizations and institutions. Quality Management.

### Block 3

- 3.1. Quality evaluation. Metha evaluation

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	25,00



Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	45,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The teaching methodology is based on the development of content through a close connection between theory and practice, combining both group work and collaborative and individual work.

In the practical part, for people who are enrolled in three subjects or more than the 1st semester of 3º, the elaboration of an integrating project will be considered. From this subject will work and assess the section of evaluation of the project. This work will mean 50% of the grade (practical part). For people who do not have enrolled the other subjects of the 1st semester, a specific work plan will be designed.

## MATERIALS

1. Academic Guide: specifies the objectives, content, workload distribution issues, schedule meetings, methodology, evaluation, and bibliography.
2. Bibliography: required reading, given in the same Academic Guide.
3. Dossier of documents.
4. Other: How much relevant information can provide students their own initiative.

## EVALUATION

Different assessment procedures will be used to jointly evaluate the acquisition of the various skills involved. Each of these procedures must be passed in order to pass the course.

Written test (exam) 50%

Classroom practice, fieldwork (individual and group work) 50%

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

The use of technologies (including AI) to create assessment materials without prior and express



authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

- Referència b1: JORNET, J.; SUAREZ, J. y PERALES, M.J. (2003). Metodología de evaluación de programas de formación ocupacional y continua. Valencia: Adeit.
- Referència b2: CASTILLO, S. y CABRERIZO, J. (2003). Evaluación de programas de intervención socioeducativa: agentes y ámbitos. Madrid: Pearson
- Referència b3: LUKAS, J.F. y SANTIAGO, K (2009). Evaluación educativa (2ª edición). Madrid: Alianza.
- Referència b4: Perales, M.J., Ortega, S. y Jornet, J. (2011). La evaluación como condición de calidad en la educación intercultural. En L. Díe (Coord). Aprendiendo a ser iguales. Manual de educación intercultural. Valencia: Ceimigra.
- Referència b5: Jiménez, B. (1999). Evaluación de programas, centros y profesores. Madrid: Síntesis.
- Referència b6: Bisquerra Alzina, R. (Coord). (2004) Metodología de la investigación educativa. Madrid : La Muralla
- Referència b7: <https://www.uv.es/gem/gemeduco/index.wiki>
- Referència b8: Bellver, Mª C. y Verde, I. (coords) (2019). Educación social y creatividad. Fundamentación, estrategias de intervención y experiencias en diferentes ámbitos. Valencia: Tirant lo Blanch.
- Referència b9: CASTILLO, Santiago. y CABRERIZO, Jesús. (2003). Evaluación de programas de intervención socioeducativa: agentes y ámbitos. Madrid: Pearson
- Referència b10: GÓMEZ y Serra, Martí. (2000). Los servicios sociales y su evaluación. Barcelona: Ediciones de la Universitat de Barcelona
  
- Referència c1:Castillo, S. y Cabrerizo, J. (2003). Evaluación de programas de intervención socioeducativa: agentes y ámbitos. Pearson
- Referència c2:Lukas, J.F. y Santiago, K (2009). Evaluación educativa (2ª edición). Alianza.
- Referència c3: Bisquerra Alzina, R. (Coord). (2004). Metodología de la investigación educativa. La Muralla.
- Referència c4: González-Such, J., Jornet-Meliá, J. M., Sancho-Álvarez, C. y Bakieva-Karimova, M. (Eds.). (2022). Fundamentos para la evaluación de titulaciones universitarias desde un modelo de cohesión social: el proyecto UNIVECS. Publicacions de la Universitat de València.
- Referència c5: Sancho-Álvarez, C., Beltrán, M. R., Melià, J. M. J. y González-Such, J. (Eds.). (2022). Un sistema para evaluar la cohesión social en universidades mexicanas: UNIVECS-MX: evidencias y propuestas de aplicación. Publicacions de la Universitat de València.
- Referència c6: <https://www.uv.es/gem/gemeduco/index.wiki>