

Code-Course	063300 - Practicum II: Involvement				
Year	3rd	Credits	9 cr ECTS		
Thematic Area	Internship	Course Type	Practicum		
In-class hours	210 hours	Teacher-led learning hours		Individual work hours	15 hours

BRIEF COURSE DESCRIPTION

Your work practice will be developed around three main areas:

- How to focus the search for internship / job opportunities with the help of various information sources and existing platforms. Advantages of the CETT Job Board and benefits of belonging to CETT Alumni.
- The present and future labor market in tourism.
- Professional socialization and networking with professionals in the sector. Active participation in the CETT Talent and in the Go Abroad International Mobility Fair, and promotion of student participation in certain activities / events organized by CETT Alumni, as well as in external fairs to the CETT that aim to promote talent and improve occupability, among others.

In this subject the attention will be placed on the practical experience that the student acquires in his stage in the Application Companies and / or external companies. Together with the educational collaboration agreement, the Career Services department will attach the individualized internship program where the functions and tasks to be developed by the student are specified.

GENERAL SKILLS

GS03- Have initiative and an entrepreneurial spirit.

GS04- Have a commitment to ethics.

GS05- Teamwork.

GS06- Be customer-oriented.

GS07- Make decisions and solve problems, critically interpreting and evaluating the results obtained.

GS08- Master the techniques of oral and written communication in order to transmit information, ideas, opinions, etc.

SPECIFIC SKILLS

SS14- Identify and manage the internal aspects, functions, and operational processes of tourism business units.

LEARNING OBJECTIVES

Generals:

1. Develop the necessary attitudes for the optimal development of the profession.

Specifics:

1. Complete their theoretical training with practical experience.
2. Encourage observation and critical analysis.
3. Realize which behaviors involve ethical decisions and practice the principles recommended in the degree program.
4. Develop decision-making criteria and act with initiative.
5. Put collaboration activities and teamwork into practice in multi-cultural or multidiscipline environments.

LEARNING METHODOLOGY

The learning strategy for this subject focuses on the placement of students in a real environment as well as on the allocation of a number of activities and responsibilities related to the workplace and the tourism companies where students will do their internship.

In this real context the trainees will have the opportunity to develop both transversal and specific competencies and apply them in real, non-simulated situations.

The internship tutor, in permanent contact with the student, guides, corrects and supervises them, assisting them to improve in their training. Regular meetings between the student and the tutor are held to analyze and evaluate outcomes. The relationships established between the trainee and the rest of professionals in the hands-on training company allow the student to develop teamwork competencies, to stimulate their initiative and put into practice the skills characteristic of the professional profile.

Each practicum contains an associated training program with the tasks, competencies and learning outcomes the student has to achieve, focusing mainly on the professional socialization and observation. Halfway through the practicum period, the student participates in an online internship survey where their progress is assessed (learning, difficulties, objectives and challenges) and is contrasted with the company tutor's partial

assessment. At the end of the internship, the student evaluates their own experience at the company and the company evaluates the trainee's performance. The university is responsible –through the Career Services tutor- for ensuring the monitoring and final evaluation of the student's internship.

ASSESSMENT SYSTEM

The assessment system measures the student's achievement of learning outcomes regarding the subject's competences and contents.

Given the particular characteristics of this course, the student can only opt for the continuous assessment.

The teaching-learning process is assessed by a continuous monitoring of the student's performance and the acquisition of the learning objectives along the course, and is divided into:

- Trainee's report of internships submitted by the student (40%).
- Company tutor's assessment (60%).

REFERENCES

Do Céu, M. y Rodríguez, M.L. (2010). La gestión personal de la carrera y el papel de la orientación profesional. Teoría, práctica y aportaciones empíricas. Revista Española de Orientación y Psicopedagogía, 21, 335-345.

Figuera, P. (Coord.) (2013). Orientación profesional y transiciones en el mundo global: Innovaciones en orientación sistémica. Barcelona: Laertes.

González Maura, V. (2004). La Orientación profesional y currículum universitario: una estrategia educativa para el desarrollo profesional y responsable / Viviana González Maura. Barcelona: Laertes. ISBN: 978-84-7584-522-7.

Novella, A; Rubio, L. I Gil, E. (2012). L'avaluació formativa a les pràctiques externes d'educació social. Material docent. Barcelona: Universitat de Barcelona. Dipòsit Digital: <http://hdl.handle.net/2445/32414>

Rodríguez, M.L., Serreri, P. y Del Cimmuto, A. (2010). Desarrollo de competencias. Teoría y práctica. Balance proyecto profesional y aprendizaje basado en el trabajo. Barcelona: Laertes.

Rodríguez, M.L. (2007). La competencia laboral y la formación de las personas en el marco del 'long life learning': Bibliografía comentada. Aula de Innovación Educativa, Mayo 2007 (161), 67-76. ISSN:1131-995X.



Centre adscrit



UNIVERSITAT DE
BARCELONA

COURSE CONTENT

Bachelor's Degree in Tourism

Rodríguez, M.L. (2006). Evaluación, balance y formación de competencias laborales transversales: propuestas para mejorar la calidad en la formación profesional y en el mundo del trabajo. Barcelona: Laertes. ISBN: 978-84-7584-576-0.

Rodríguez-Moreno, M. L. (Coord.), Álvarez, M., Figuera, P. y Rodríguez, S. (2009). Estudios universitarios, proyecto profesional y mundo del trabajo. Cómo tender puentes entre la universidad y la vida activa. En Manual para la transición. 1-163. Servicio de Publicaciones de la Universidad de Barcelona. ISBN: 9788447533749.

Rodríguez, S. y Prades, A. (2010). Sobre la empleabilidad de los graduados universitarios: del diagnóstico a la acción. Revista de Educación, 351, 107-137.