

Code - Course	062300 – Practicum I		
Thematic Area	Practicum	Year	Second
Course Type	Compulsory	Credits	9 cr. ECTS
In-class Hours	225 hours		

BRIEF COURSE DESCRIPTION

El Practicum I or Introductory Practicum aims at introducing students into the professional sector through an internship at a tourism business where they will have the opportunity to learn about its organization and operation and to know the duties and professional skills inherent to the job.

Students will have to develop their Practicum I and Practicum II in accordance with the academic specialization of their choice. In the case of Hotel Management specialization, the students will develop one of the practicums -preferably the introductory Practicum I- at CETT Group's hands-on training centers (Alimara Hotel)

This first practicum involves the students' professional socialization (the process of continuous interaction with the professional environment)

BASIC SKILLS

BS04 – Students must be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

GENERAL SKILLS

GS03-Have initiative and an entrepreneurial spirit.

GS04- Have a commitment to ethics.

GS05- Teamwork.

GS06- Be customer-oriented.

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.

ACADEMIC CONTENTS

The introductory practicum is articulated around three core content areas:

- The organization as a complex business entity.
- Professional socialization.
- The duties of tourism professionals and other stakeholders.

These contents are defined with respect to the reality of the hands-on training company the student has been assigned to.

Together with the collaborative education agreement, an individualized program is attached, with specifications on the tasks and duties to be performed by the student.

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 a compulsory follow-up meeting at university 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 E3 tutor- for ensuring the monitoring and final evaluation of the student's internship.

ASSESSMENT SYSTEM

The evaluation process determines the degree of a student's achieved learning with regards to the competencies of the course in hand. Given the particular nature of this subject, the student can only opt for the continuous assessment.

This assessment system consists of the evaluation of the teaching-learning process based on the continuous monitoring of the student's performance and the acquisition of the learning objectives along the course, and is divided into:

- Company tutor's evaluation (60%).
- Report submitted by the student (40%).

Review and Reassessment of the Course

In the case a student fails to achieve the learning objectives of the course, they have the right to the process of reassessment, which offers a second opportunity to prove they achieved the competencies assigned for this course.

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.

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.