



COURSE DATA

DATA SUBJECT

Code: 35782
Name: Traineeship
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	4	Indefinite (Individuals)

SUBJECT-MATTER

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	External internship	INTERNSHIPS

COORDINATION

RODRIGUEZ VARELA RITA

GIMENEZ CALPE ANA

ARTUSI - ANDREA

SUMMARY

External academic internships are training activities designed to enable students to apply and complement the knowledge acquired during their academic studies, promoting the acquisition of skills that prepare them for professional activities, facilitate their employability and foster their entrepreneurial capacity. They comprise a practical observation component and a component involving the application of the skills acquired. The areas of professional activity are those in which the knowledge and skills related to the field of modern languages and their literatures are applied, whether in public or private companies or institutions. Internships are carried out in the first, second or both semesters of the fourth year of the degree programme.

Students will undertake work placements in the language or literature of their major. However, they may undertake placements with a mixed linguistic or literary profile, either with their language A or language C. There will be a university placement tutor for each of the languages B.

Interns have the following obligations:

a) To be familiar with and comply with the Internship Training Project, following the instructions of



- the tutor assigned by the collaborating entity under the supervision of the academic tutor.
- b) Maintain contact with the academic tutor during the internship and report any incidents that may arise, as well as submit the required documents, follow-up reports and final report.
 - c) Join the collaborating entity on the agreed date, comply with the schedule set out in the Training Project and respect its operating, safety and occupational risk prevention rules.
 - d) Carry out the Training Project and diligently comply with the activities agreed with the collaborating entity in accordance with the guidelines established therein.
 - e) Prepare the final report on the internship, as provided for in Article 14 of Royal Decree 1707/2011, of 18 November, which regulates external academic internships for university students. BOE of 10 December 2011.

The aim of the external academic internship is to contribute to the comprehensive training of students by complementing their learning, facilitating their knowledge of the working methodology appropriate to the professional reality in which they will have to operate, contrasting and applying the knowledge acquired. It also aims to promote the development of technical, methodological, personal and participatory skills, as well as providing practical experience that facilitates entry into the job market and improves future employability. All this while promoting the values of innovation, creativity and entrepreneurship.

The University-Entrepreneurship Foundation (ADEIT) of the University of Valencia manages work placements, advising both students and companies. It collaborates with the centres both to capture the demand for internships and to supervise their development and quality. <http://www.adeit.uv.es> Plaza Virgen de la Pau, 346001 Valencia Telephone 963 262 600 Fax 963 262700

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

You must have passed 150 ECTS credits at the time of enrolling in the course.

COMPETENCES / LEARNING OUTCOMES

-

Esta materia profundiza competencias y contenidos de la asignatura Entornos profesionales de la lengua B, en relación con las actividades que desarrolle el estudiante en la empresa o institución donde realice su práctica.

DESCRIPTION OF CONTENTS



1. 1. Teaching of modern languages and their literatures (mainly German, French or Italian).

Specific objectives:

- To know the dynamics of teaching a foreign language, both in the field of secondary education (ESO and Bachillerato) and adult education (official language schools, language centers, etc.).

Activities:

-Observation and support to classes, creation of materials, approach to teaching management.

-Linguistic training of professionals from different sectors.

Company profile: Public institutions or private companies where modern languages (mainly German, Italian and French) are taught.

Company tutor profile: Teacher.

2. TRAINING PROGRAMME 2. Translation and linguistic and cultural counseling

Specific objectives:

- To develop translation skills, as well as to perform linguistic and stylistic consulting and proofreading tasks.

Activities:

- Translation services

- Proofreading, consulting and/or linguistic expertise services, as well as editing of texts related to institutions or companies (publishing houses, language service companies, etc.).

Company profile: Translation or language consultancy companies.

Company profile: Translator or advisor

3. TRAINING PROGRAM 3. Cultural Management

Specific objectives:

- To have a direct knowledge of the processes of the industries and institutions that organize activities to disseminate German, French and Italian language and culture (exhibitions, book presentations, audiovisual cycles, among others), as well as of the different elements that make up the literary circuit in the field of German, French and Italian languages.

Activities:

-Organization and dissemination of cultural activities, in particular in the field of institutions and companies (museums, libraries, archives, foundations, art and culture centers...).

- Cultural management in the educational field.

Company profile: Language and culture industries.

Company profile of the tutor: Cultural manager



Learning outcomes

1. Knowledge of the professional environment.
2. Ability to apply acquired knowledge to practice.
3. Development of skills to adapt to the professional environment and solve problems within it.
4. Development of autonomy and entrepreneurial skills.
5. Development of decision-making and teamwork skills.
6. Reinforcement of communication skills in language B.

WORKLOAD**PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at the internship centre	100,00
Attendance at supplementary activities	5,00
Monitoring and tutoring of internships	2,00
Total hours	107,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	0,00
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	43,00
Total hours	43,00

TEACHING METHODOLOGY

The teaching methodology is above all practical: students carry out their activities in their chosen professional environment. They are also guided academically by the academic tutor and professionally by the company tutor. The objective of both orientations is to achieve, through practice, the development of the professional competencies associated with the contents and academic competencies developed during the Degree, which are related to the chosen area of action. The specific functions of all those involved in the internship are detailed below:

THE TUTORS OF THE COMPANY

- a) They will welcome the students and organize the activities in accordance with what is established in the Training Project.
- b) Supervise their activities, guide and control the development of the internship.
- c) Inform the students of the organization and operation of the company or entity and of the regulations.



- d) Coordinate with the academic tutors the development of the activities established in the educational cooperation agreement, including those modifications of the training plan that may be necessary for the normal development of the internship, as well as the communication and resolution of possible incidents that may arise in the development of the same and the control of permissions for the realization of exams.
- e) They shall issue the final report referred to in article 13 of Royal Decree 1707/2011, of November 18, 2011.
- f) They shall provide the complementary training required by the students for the performance of the internship.
- g) Provide the students with the material means indispensable for the development of the internship.
- h) Facilitate and stimulate the contribution of proposals for innovation, improvement and entrepreneurship on the part of the students.
- i) Provide help and assistance to the students, during their stay in the company or entity, for the resolution of those questions of a professional nature that may be needed in the performance of the activities carried out in the same.
- j) They will provide help and assistance to the students during their stay in the company or entity, for the resolution of those professional issues that may be needed in the performance of the activities carried out in the same.

The tutors of the collaborating entity will prepare and send to the academic tutors a final report, at the conclusion of the internship, which will include the number of hours completed by the student and in which the following aspects may be evaluated, if applicable, both generic and specific competencies, as foreseen in the corresponding Training Project:

- a) Technical capacity.
- b) Learning capacity.
- c) Work management.
- d) Oral and written communication skills. In the case of students with disabilities who have difficulties in oral expression, the degree of autonomy for this skill should be indicated and if it requires some type of technical and/or human resources for it.
- e) Sense of responsibility.
- f) Ease of adaptation.
- g) Creativity and initiative.
- h) Personal involvement.
- i) Motivation.
- j) Receptiveness to criticism.
- k) Punctuality.
- l) Relations with their work environment.
- m) Ability to work as part of a team.
- n) Any other aspects considered appropriate.



THE ACADEMIC TUTORS WILL award the internship based on the data of the academic record and the characteristics of the position and advise students on their tasks at the beginning of the internship and through e-mail and/or virtual classroom.

They will check with the monitoring means stipulated that the tasks performed are in accordance with the established Training Program, ensuring that the necessary corrective measures are taken in the event that significant deviations are detected.

They will ensure that the objectives set are maintained, that the student participates in the planned activities and that he/she develops the competencies set out in the training program.

Guide students in the preparation of their internship report.

They will attend to any problems that may arise in the development of their internship through ADEIT.

BOTH TUTORS will ensure that an open attitude to the formation of their own professional identity through the learning of a professional role is encouraged. The formative action of the tutors through the monitoring of the internship should ensure that the student finds personal experiences and experiences that allow him/her to review and contrast previous learning and build new concepts, attitudes and professional values.

The activities that have been considered face-to-face are:

- a) Attendance at the internship centre to carry out external internships
- b) Attendance at the Employment Forum, an event that aims to boost the employability of future graduates (complementary activity)
- c) Attendance at the preliminary information meeting (complementary activity)

EVALUATION

Academic tutors will evaluate the internships based on monitoring indicators, external tutoring assessments, periodic reports, and internship reports. The report prepared by each student, which will follow the instructions of the academic tutors, will be the primary focus of the evaluation. In addition to the general skills required for any professional activity, each internship will be evaluated based on those skills that are particularly relevant to the student's profile.

The evaluation of the External Internships will be based on:

- the monitoring of the internships established by the academic tutors (10%)
- the internship report following the outline indicated by the academic tutors (70%)
- the assessment of the tutoring provided by the company or entity (20%)

In the event that the assessment of the internship report is failed, students may retake it in the second



exam session. This ensures students' right to pass the course in the second exam session.

REPORT

At the end of the internship, students will prepare a final report, which must include, among other things, the following aspects:

- a) Personal details of the student.
- b) Collaborating organisation where the internship was carried out and location.
- c) Specific and detailed description of the tasks, work carried out and departments of the organisation to which they have been assigned.
- d) Assessment of the tasks carried out with the knowledge and skills acquired in relation to their university studies.
- e) List of problems encountered and the procedure followed to resolve them.
- f) Identification of the contributions that the internship has made in terms of learning.
- g) Evaluation of the internship and suggestions for improvement.

Appendix 1: What is Adeit? Why is Adeit important for this subject?

Appendix 2: Materials produced during the internship

REFERENCES

- Agra, M.J.; Gewerc, A. y Montero, M.L. (2003). El portafolios como herramienta de análisis en experiencias de formación on line y presenciales. *Enseñanza*, 21, 101-114.
- Cañibano, L. (1988). La educación en alternancia, como una mejor vinculación entre la Universidad y la empresa. *Boletín Empresa y Educación* 41, 33-52.
- Cebrián, M. (2011). Supervisión con e-portafolios y su impacto en las reflexiones de los estudiantes en el Practicum. Estudio de caso. *Revista de Educación*, 354, 183-208.
- Freixa, M. Novella, A. M. y Pérez-Escoda, N. (2012). *Elementos para una buena experiencia de prácticas externas que favorece el aprendizaje*. Barcelona: Octaedro.
- Lobato, C. (1996). *Desarrollo profesional y Prácticas/practicum en la Universidad*. Bilbao: Universidad del País Vasco.
- Martínez-Figueira, E. y Raposo, M. (2011). Funciones generales de la tutoría en el Practicum: entre la realidad y el deseo en el desempeño de la acción. *Revista de Educación*, 354, 155-181.
- Raposo, M. y Zabalza, M. A. (2011). La formación práctica de estudiantes universitarios: repensando el Practicum. *Revista de Educación*, 354, 17-20.
- Schön, D. A. (1992). *La formación de profesionales reflexivos. Hacia un nuevo diseño de la enseñanza y el aprendizaje en las profesiones*. Barcelona: Paidós/MEC.
- Zabalza Bereza, M. A. (2011) El Practicum en la formación universitaria. *Revista de*



Educación, 354, 21-43.