

<b>Updated On</b>	2023/09/14																																	
<b>Curricular Year / Period</b>	2023/24 / S2																																	
<b>Course</b>	Tourism																																	
<b>Curricular Unit</b>	Internship																																	
<b>Language(s) of Instruction</b>	Português																																	
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">ECTS</th> <th style="width: 10%;">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th></th> <th></th> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>375</td> <td></td> <td>60</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>10</td> <td></td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral											T	TP	PL	S	TC	E	O	OT	EC	15	375		60						10	
ECTS	Total	Horas de contacto semestral																																
		T	TP	PL	S	TC	E	O	OT	EC																								
15	375		60						10																									
<b>Teacher in charge (GDPR consent)</b> <small>[complete name, email]</small>	Maria Gorete Ferreira Dinis / gdinis@ipportalegre.pt																																	
<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>	According to point 8 of article 3, Chapter II, of the General Regulation of the 1st Study Cycle, leading to the degree of licentiate in the ESECS (Revision 4 - 15th November 2017): "Only a student who has previously obtained a number of not less than 120 credits can be enrolled in Internship, Project and Initiation to Professional Practice / Supervised Teaching Practice".																																	
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	The training component in the work context (internship) has the essential objective of of the student in formation with the professional reality on the ground, in order to allow the operationalization of the skills acquired throughout the course.																																	
<b>Sustainable Development Goals</b>																																		
<b>Syllabus</b>	<p>The curricular internship will be of an essentially practical nature, the student being training in the normal life of the organization / company / institution.</p> <p>The organizations, institutions or companies where the internships will be held will be defined by the School, on proposal of the Course Coordinator.</p> <p>Nevertheless, students may take the initiative to contact the organizations, institutions or companies in which they wish to undertake the internship, according to justifiable criteria, without prejudice to compliance with the conditions for the internship and subsequent ratification by the aforementioned management bodies . In these cases, students must present a written proposal on the chosen site, justifying the reasons for their choice, as well as their relevance to their academic education.</p> <p>The organizations, institutions or undertakings to be contacted should be in areas of activity compatible with the course profile or have, within it, departments or services of the same nature.</p> <p>Each student, or group of students, will be supervised by a teacher of the School, on proposal of the respective Coordination of the Course.</p> <p>The organization, institution or company in which the internship is carried out shall appoint a person responsible for monitoring the trainee, preferably a technician with a higher qualification, whose specific functions shall be defined by said organization, institution or company in accordance with the Course Coordination.</p>																																	
<b>Teaching methodologies (including assessment)</b> <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p><b>1 - Teaching methodologies</b></p> <p>The teacher designated by the School, in liaison with the person in charge of the internship institution, will supervise the traineeship of the student (s) in charge, namely, planning, counseling and evaluation. It is also up to the said teacher to play the role of liaison between the School and the organization, institution or company where the internship takes place.</p> <p>The teachers contact hours in this Unit depend on the number of students they supervise. Supervision of a student internship represents 7.5 contact hours for the respective teacher.</p> <p><b>2 - Period assessment</b></p>																																	

	<p>1 - For the purpose of evaluation students will prepare the following documents, according to the models distributed before the beginning of the internship:</p> <ul style="list-style-type: none"> <li>- an internship plan, which is compulsory, and which deserves the approval of the course coordination;</li> <li>- bi-weekly periodic interim reports where each student reports on the activities carried out and the problems and difficulties encountered and the type of support he deems necessary;</li> <li>- a final internship report with the reinforcement of academic nature and reflection on the internship experience.</li> </ul> <p>It should include, inter alia, the following elements:</p> <ol style="list-style-type: none"> <li>a) Detailed description of the organization, institution or company (activities, organization, technicians, equipment, recipients, etc.);</li> <li>b) a detailed description of the activities carried out during the internship (tasks completed, tasks performed, projects developed, etc.);</li> <li>c) Reflection on the internship process (skills acquired, limitations identified, etc.), including a self-evaluation effort;</li> <li>d) Proposals aiming at a better articulation between the course and the professional world (eg, identification of curricular needs according to the internship experience, changes to be included in the "format" or the duration of the internship, etc.).</li> </ol> <ul style="list-style-type: none"> <li>- an evaluation form of the traineeship and monitoring provided by the supervisor and the supervisor in the institution where the traineeship was carried out, among other things, database of internships;</li> </ul> <p>2 - The supervisor of the School, in the Internship Council, will propose the assignment of a final classification to the student in charge.</p> <p>3 - The evaluation elements are as follows:</p> <ol style="list-style-type: none"> <li>a) Internship plan;</li> <li>b) Periodic interim reports, every fortnight;</li> <li>c) Qualitative evaluation sheet to be completed by the supervisor of the organization, institution or company;</li> <li>d) Evaluation form of the place of internship;</li> <li>e) Final report of internship.</li> </ol> <p>4 - The student has two weeks, from the end of the internship, to deliver the final report to his supervisor.</p> <p>5 - The evaluation elements will have the following weight in the final evaluation:</p> <ol style="list-style-type: none"> <li>a) Final report (methodologies and rationale) - 55%</li> <li>b) Work carried out (including interim reports) - 30%</li> <li>c) Evaluation of the advisor - 15%</li> </ol> <p><b>3 - Examination assesement</b></p> <p>Not applicable.</p>
<p style="text-align: center;"><b>Bibliography</b></p>	<p><b>1 - Main Bibliography</b></p> <p>The bibliography will be suggested in all the curricular units of the course, the application of which the place chosen and the tasks to be performed.</p> <p><b>2 - Complementary Bibliography</b></p>
<p style="text-align: center;"><b>Special Situations</b> [Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p>Assessment elements will be tailored to the needs of students with special status. The appreciation of the evaluation parameters will be identical to that of the other students.</p> <p><b>2 - Examination assesement - Students with special status</b></p> <p>Not applicable.</p>